The influencing effect of socialization agents on male children's sportswear choice decisions: A study of 8-11 year old male reactions to mother versus peers.

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DECLARATION

I declare that this work has been composed by myself and that no material contained in the thesis has been used in any other submission for an academic award.

Signature of Candidate…………………………………

Date:……………………………………………………

To:

Iain Ewart Mackie,

'You can accomplish many things if you believe they are possible. Go as far as your wits will let you. With imagination and effort what you believe, you can achieve.'

ACKNOWLEDGEMENTS

ABSTRACT

Academics, educationalists and parents have all expressed increasing concern about targeting and marketing towards children, particularly to those within the age group of eight to thirteen, and identified as tweenagers. Through an analysis of the literature it is established that inconsistencies exist on the influence of socialization agents on the reactions of young male consumers. Review of the literature also identifies that much is understood about female tweenagers but little is yet known about male tweenagers.

The interpretive approach adopted explores the associations and reactions of male tweenagers to agents of consumer socialization, with a focus on mother versus peers. The study demonstrates how these agents affect the decisions of eight to eleven year old males, in the final years of the Scottish primary school system, within the sportswear sector. A two-stage research design combined a group based data procedure, supported by a projective comic strip scenario. Themes were identified from the analysis of friendship group discussions supported by the identification of phenomena emerging from projective data. An interpretivist epistemology supported an iterative, grounded process of data analysis, leading to the development of frameworks of consumer behaviour for male tweenagers within the product sector.

The findings offer a different understanding from studies on female tweenagers in relation to parental involvement and influence, pester power and peer pressure. Four assertions emerged from the findings. Firstly, mum is identified as the gateway to brand information and in a positive attachment agent, evidenced through the exertion of positive reactions towards 'mum'. Pester power was not in evidence, and instead supports the views on joint action between parent and child when participating in the consumer socialization game. Peer pressure is low, as these children demonstrate negative responses to peer socialization agents. And more importantly, these boys are identified as being different to girls in their socialization relationships.

This thesis focuses on the voice of males tweenagers and reveals them to be embedded within social networks where they do not yet feel 'compelled' to follow the directives of peers when making sportswear choices. The findings contribute to the literature by proposing that marketers and consumer researchers need to review the assumptions that what is known about children, and in particular girl tweenagers, can be transferred to male tweenagers. This exploratory study questions the usefulness of these assumptions as an appropriate basis for practitioner and researcher decisions, and underlines the need to study males tweenagers as a separate consumer social group.

Key terms: Sportswear; Male Tweenagers; Reactions; Socialization Agents

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CHAPTER 1
INTRODUCTION

1.1 INTRODUCTION

A growing body of work has emerged around young consumers in relation to children's consumer behaviour (Marshall 2010), the effects of media, such as advertising (Oates and Newman 2010), and children's consumer socialization (Ali 2012; Banerjee and Dittmar 2007; Ekstrom 2012). In the early 2000s it was noted that children, as a social group, for example, those described as tweenagers (Bissonnette 2007; Brookes and Kelly 2009; Clark 2003), were becoming indistinguishable from other groups within consumer culture and a consuming society (DCSF 2009). Since then consumerism has been recognized as playing a key role in the formation of a sense of the young self (Isaksen and Roper 2008), in peer relationships (Rubin et al. 2011) and in the evolving power roles within family decision making (Flurry 2007; Marshall 2010). Additionally, commercialization of children is often described as the 'grooming' of children as consumers, with organizations demonized for treating this demographic as a marketing opportunity (Kempsell and Bailey 2010). This target group of child consumers has subsequently seen a growing interest from businesses, marketers and researchers (Marshall 2010; Zaharie and Maniu 2012) yet this target demographic appears to be under-researched within the sphere of children's reactions to 'stealth' marketing efforts (Mack 2004), such as the use of socialization agents as a persuasive tool. Furthermore, much gender based research on tweenagers has focused on girls (Tinson and Nancarrow 2007) rather than boys.

Marketing efforts targeting children extend beyond traditional media channels and now include: online marketing; sponsorship through schools and clubs; parent-to-child marketing; and peer-to-child marketing. An interpretation and understanding of the influences children experience during consumer socialization and of how children deal with these influences are therefore important for understanding how children develop as consumers. How children react to socialization influencers such as mother versus peers is the focus of this study. A number of theories of reaction emerge from a number of disciplines within the literature: for example, the stimulus-response studies of Donders (1868); the reaction and intelligence studies of Detterman (1987) and Vernon (1987); and the decision-reaction studies of Mowbray and Rhodes (1959) and Sanders and Sanders (2013). However it is to the work of Bandura (1989) that this particular study turns in recognizing the social theory context of reaction. This study views reaction from the discipline of social theory by recognizing human socialization agency in the form of autonomous agency (child's intrinsic reaction); mechanical agency (recognizes the influence of an animated environment); and emergent interactive agency (persons are neither autonomous agents nor simply mechanical conveyors of animating environmental influences (Bandura, 1989, p1175). Within this study male tweenagers are seen as personal agents operating within an interactional situation. The terms reaction, response and intrinsic reaction are interchangeable within this study.

By eliciting and analysing reactions to socialization agents we gain insights to the position of 'mother' as a socialization agent versus the degree of persuasive power peers exert on the male tweenager. Reaction in this instance refers to the 'socialization of emotions' (Schaffer and Kip 2007 p.146) where through an analysis of projected response patterns, internalized tendencies (Lang et al. 1990; Skinner 1986) towards external socialization agents can be identified. However it should be recognized that these internalized tendencies may vary from situation to situation.

Current cultural developments and changes in family lifestyles witness a growing platform of independent male shoppers in the market place (Bakewell et al. 2006; Tungate 2008). Children in particular are identified as a target group which is playing an increasingly important role in purchase decisions from an earlier age than ever before (Flurry and Burns 2005; Kunkel et al. 2004; Marshall 2010). Further exploration of this demographic is supported by Cotte and Wood (2004), Hsu and Chang (2008) and Tinson and Nancarrow (2007) who recognize the need to further understand family consumer socialization and the roles children play within these relationships. Additionally Bush et al. (2005), Greenhalgh et al. (2009) and Salvy et al. (2008) identify a need to expand our understanding of peer pressure as a persuasive tool in driving children's actions, for example, within the area of materialism (Chan 2013). Little research so far has been carried out on the male tweenage.

1.2 RESEARCH PROBLEM AND RATIONALE

Whilst it is recognized that the commercial world offers important opportunities for children in the areas of learning, creativity, cultural experience and entertainment, significant concerns abound surrounding the harmful impact of consumerism on children's well-being, both psychological (Timimi 2009) and social (Zaharie and Maniu 2012). The debate on these concerns is polarized, often sensationalized, indicating some difficulty in ascertaining a balanced view. The current study suggests commercialization needs to be considered in broader terms as the evidence for the harm and benefits of involvement with the commercial world appears to be inconclusive. For example there has been a great deal of speculation within the literature around the impact of different influencing factors affecting children as consumers with three main schools of thought emerging:

i.   Children as targets for marketers and advertising.
ii.   Children as compliant followers of the views of others, for example 'Tween' peer pressure.
iii. Children as coercive, pestering agents who pressurize parents into satisfying perceived needs.

Little evidence to date has been found on how children, particularly young boys, react to the influencers within their socialization settings. The concept of consumer reaction has been historically addressed within the context of cause and effect, such as that relating to corporate social responsibility (Bhattacharya 2001; Aguilera et al. 2007), reactions to cause related marketing and product choice (Hamlin 2004) and reactions to advertising (Moore and Moschis 1978; Goldsmith et

al. 2000) including toy advertising (Wilson and Weiss 1992). Within the domain of social and personal development, early insights have been offered into conformity reactions based on social pressure (Berndt 1970; Bronfenbrenner 1970). These studies tended to adopt a positivist epistemology using experiments with, and surveys of, children's and adolescent's views, opinions and attitudes towards people and situations. Few studies have been identified since the work of Stricker et al. (1970) which explore children's intrinsic reactions to socialization agents, however even the work of Stricker et al. (1970) adopted a positivist epistemology using attitude scales within questionnaires. Further identification of the lack of exploration into children's reactions to consumer socialization agents is offered within a review of the literature (Chapter Two) on the young male consumer and on children's consumer socialization as is the consideration of appropriate methodologies for eliciting intrinsic reactions and methods for collecting this type of data (Chapter Three).

Figure 1.1 Literature Perspectives
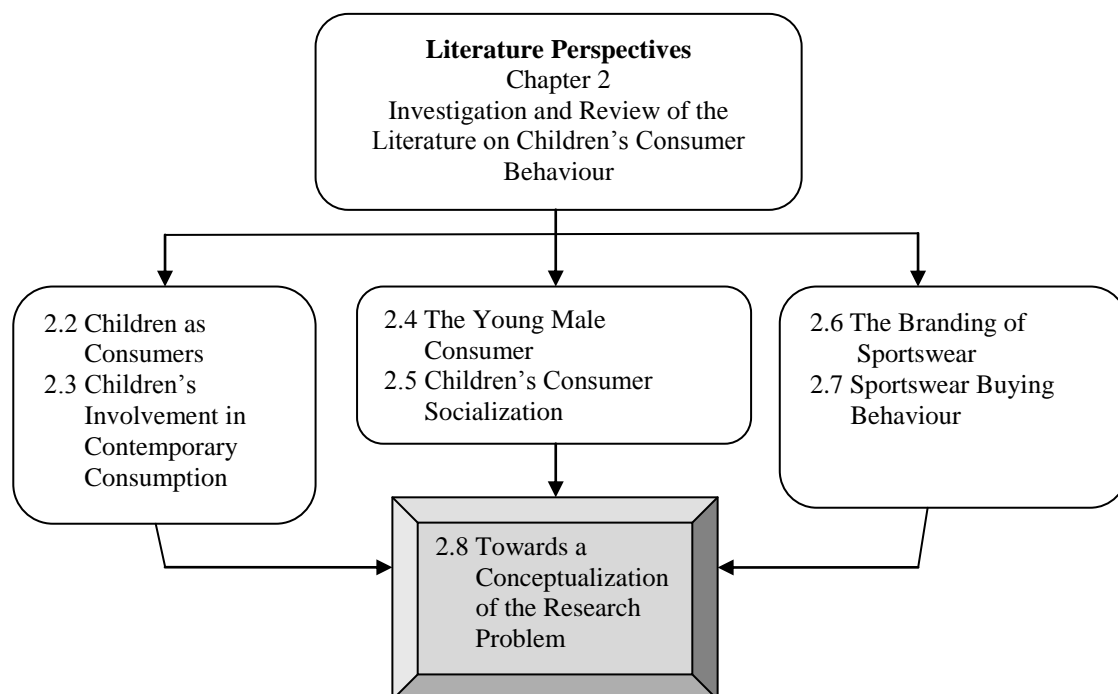
Source: Author (2013).

The choice of young males for this study is justified on three counts. Firstly boys are a group who appear to have commanded less attention than (Tweenage) girls. Secondly previous studies have identified this group as a target for further exploration (DCFS 2009). Thirdly little is identified on how children react to social pressures in relation to their consumer behaviour. A number of perspectives from the literature (Figure 1.1) are explored in order to develop an understanding of those factors influencing children's consumer development and behaviour. Analysis begins with an overview of the extant literature surrounding children as consumers. An exploration of the personal and social development of children is identified as a requirement in order to understand children's

consumer behaviour generally and that of young boys in particular. An analysis of the product category associated with the study is also important with sportswear being identified as an apposite product category to adopt for three reasons:

i. Sportswear is one of the greatest areas of spend for young people (Halifax 2011).
ii. Sportswear has grown in use for both sporting and casual wear occasions (KeyNote 2011).
iii. Sportswear marketing, advertising and wear are highly visible.

In exploring these perspectives insights are gained into how young males interact with their social environments in relation to consumer behaviour.

1.2.1 Marketing Implications

As indicated in section 1.1, the functionalist approach to understanding consumer behaviour tends to focus on the goals associated with problem-solving behaviour (Alderson 1957; Bandura 1989; Cantor 1994; Carver and Scheier 1996). These goals are identified in their association with structural relationships (McCracken 1986; Pieters et al. 1995; Walker and 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 preferred brand choices. These studies help to expand our understanding of the socio-psychological consequences of consumption and product preference, in turn indicating factors influencing consumer actions. A deeper understanding of how young males react to socialization agents within their social environments has a number of marketing implications in terms of understanding consumer relations. Whilst based on the premise that young male consumers have a new and important role to play in the future consumption of products and services (Bakewell and Mitchell 2004; Bakewell et al. 2006; Tungate 2008) this study explores the gap in knowledge pertaining to how young boys react to a socialization situation. To improve our understanding of the developing male consumer and the implications for marketing, it is important to understand the steps related to the influencing factors affecting consumer choice at this early stage of decision-making, in particular the social factors emerging as key drivers towards behaviour (Figure 1.2). This study calls attention to the importance of culture and context leading to an understanding of the child's relationships with two socialization agents within their social networks: mothers and peers (Kim 2001). The choice of these socialization agents are explained and justified in the following sections:

1. Mother

The importance of the mother-son relationship has been well documented (Ainsworth 1968; Wright 2013) for example in Barthes' account of the death of his mother he observes that '*no one is indispensable but a mother is irreplaceable*' (Barthes, 1993, p.75). More recently Coffey (2010) referred to mothers as 'millennial moms', individuals who are smart, connected and who have developed a new partnership with their consuming children. This 'four-eyed, four-legged' consumer

(parent in partnership with child) is considered to be a 'single decision-making unit'. This new development in understanding the increasing interaction of 'mum' and child provides a rationale for the use of 'mum' within this study rather than adopting any other family member with less of a 'consuming partnership' with the child. This issue is explore in more detail within Chapter Two.

2. Peers

The impact of peer pressure on consumer behaviour is well documented within the literature as a force directing brand-orientation, consumer-involvement and materialism in children (Roberts et al. 2008). According to Elliot and Leonard (2004) this pressure is said to direct the affinity of lower economic levels of British youth towards particular brands when purchasing products such as sports trainers, as these young people perceive their 'likeability' will be adversely affected if they choose brands not worn by their peers. Scholars have argued that the 'loss of childhood' is directly related to consumerism and the commercialization of children (Cook 1999; Schor 2004; Crewe and Collins 2006), adding that, from a sociological perspective, this 'commercialization' is organizationally driven to gain profits by offering children an identity which 'fits' with their social environment. This issue is explored in more detail within Chapter Two.

Figure 1.2 Link between Marketing Implications, Consumer Reaction and Consumer Behaviour
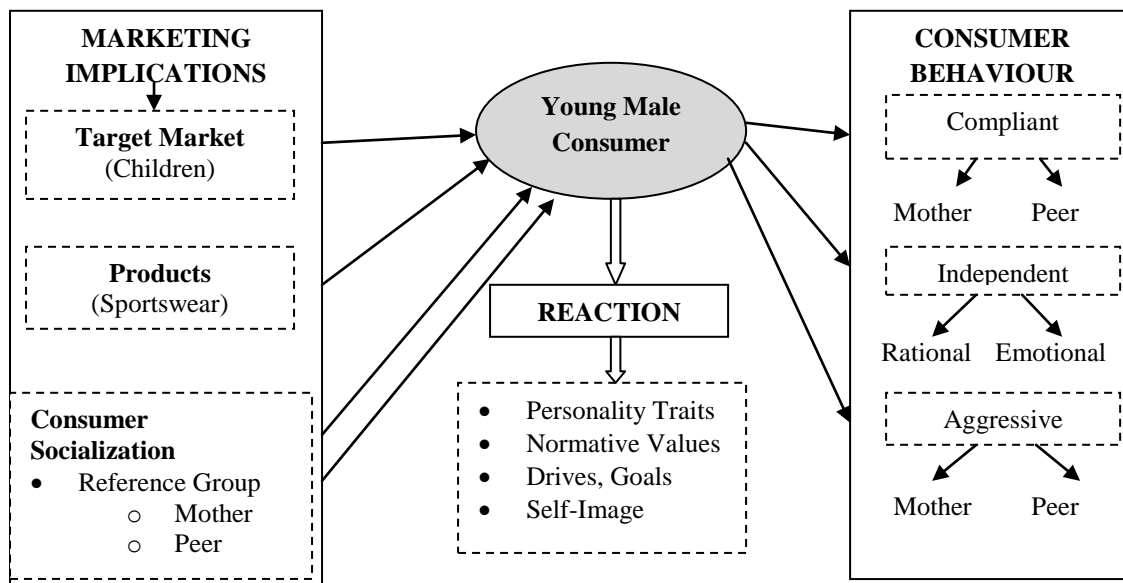
Source: Adapted from Maniu and Zaharie (2012, p.516).

Studies on target marketing identify children as members of vulnerable sectors in the market place (Buijzen and Valkenburg 2003; Staiano and Calvert 2012) and that this 'vulnerable' group require protection from the evils of 'marketing practices'. Supporters of this paradigm identify the effects of media as powerful in influencing children's self-esteem (Buijzen and Valkenburg 2003), with the representation of the product sector (sportswear) being criticized for using aspirational and/or social models to amplify social comparison. Communications strategies within the sportswear sector are

also denounced for utilizing socialization pressures to steer action, for example through relatedness to others (Maniu and Zaharie 2012; Schaffer 2006; Staiano and Calvert 2012).

The current study questions the socialization pressures on young males by investigating the young males 'relatedness to others' through an identification of the phenomena associated with an area not yet explored: that of the child's reactions to these 'others' within their consumer socialization environments.

1.2.2 The Young Male Consumer

Key components pertinent to this section are personal and social development for age and stage. This requires an insight into that of the individual child, his self-worth and how these constructs drive reactions. Ratneshwar et al. (2005) summarize an integrative framework for consumer actions, goal structures and determination processes. They recognize a complexity associated with consumer decision-making which incorporates social identity theory, behavioural decision theory and attitude theory in an attempt to identify the 'why' of consumption. In their studies (Ratneshwar et al. 2005) factors driving consumption, such as goals and desires are considered in the context of the individual, the situation, the time, the cognitive processes and finally the brand choice. Each of these studies have identified a number of psycho-socio interactions at play during the consumer socialization experience by exploring the rational, cognitive and emotional processes taking place within the mind of the consumer. Many of these earlier studies, whilst insightful, do not consider the age and stage dimensions and so lack a child centric focus. Nor do they identify reactions during socialization experiences.

1.2.3 Children's Consumer Behaviour

To develop an understanding of young consumers and how they interact within the consumer forum it is necessary to consider more contemporary studies relating to children's consumer development, particularly in relation to the direction of communications (Ekstrom 2007), attachment to others (Bartholomew and Horowitz 1991; Bartz and Lydon 2004) and the degree of influence socialization agents have in driving children's consumer demands and choices. The work of Bartholomew and Horowitz (1991) identifies two dimensions of attachment style, that of the individual's view of the self and their views of others. In considering these constructs anxiety and avoidance can be identified respectively as influences on relationships and resultant attachments (Bartholomew and Horowitz 1991; Bartz and Lydon 2004). It can then be proposed that a child's attachment style (based on these two dimensions) will identify the child's directedness towards socialization agents giving potential insights to marketing outcomes such as the effectiveness of communications through socialization attachment, purchase directedness, and brand choice.

As noted in section 1.1 these studies view the child as a vulnerable individual who is easily manipulated and coerced into taking action based on the views of others. The current study considers the consumer development of the child from an autonomous perspective. An emerging body of work on the sociology of childhood (Cook 2008; Marshall 2010; Young 2005) identifies a growing interest in the construction of the consuming child and the child's new position in consumer society. Currently the status of the child consumer appears to be ambiguous which makes the understanding of the child's consumer behaviour more challenging. In attempting to identify why young consumers 'do what they do' it is felt this study needs to move away from the assumption that young consumers do indeed know 'why they do what they do' towards identifying reactions driving the child to comply or otherwise with one social agent over another.

1.3 AIMS AND OBJECTIVES OF THE STUDY

The aims outline the purpose and remit of this study, and show a clear intention to gather information from children, collect reactionary data, analyse it and create a framework which offers a visualization of the interplay between tweenage males and two socialization agents. The approach focuses on the consideration of reaction. Boys between the ages of eight and eleven are chosen as target respondents as this is an age described as the period of rational development (Roedder John 1999) and one where the 'two social worlds of childhood' are in evidence (Benson et al. 1997; Fabes et al. 2003), firstly the world of the child's social norm experiences within the family environment and secondly the child's emergence into that wider world of the social environment which lies out-with the home. This study examines the influence of two key socialization agents on the reactions of tweenage boys, taken through the lens of sportswear as a sector. This work concentrates on, and critically evaluates the role of social agents, self-identity, and the depth of reaction. The aims of this study therefore hinge on expanding knowledge on the socialization reactions of tweenage boys through understanding the socialization processes they experience.

1.3.1   Study Objectives

As this study explores reactions of tweenage boys to socialization agents during the early stages of personal, social and consumer development, it is necessary to develop surface level objectives which categorize the children's knowledge and understanding of the product sector. An exploration was then undertaken into deeper level reactions to social agent influence. Three key objectives are extrapolated from the literature as a focus for this study:

1.   To undertake an exploration of the literature on children's consumer behaviour
2.   a) To explore and understand the brand knowledge and sources of information of sportswear brands of young male consumers
     b) To uncover the relationship between the factors in 2.a) and actual sportswear purchasing

3.   To critically analyse tweenage male reactions to two socialization agents: mum versus peers.

The stance adopted within this study is one of inductive interpretivism where associations are developed through an evaluation of the child's consumer socialization with firstly family and friends (through friendship group discussions); an identification of the directedness of the child to comply (through friendship group discussions and projective responses); and discovery of emotional versus rational reactions towards the two socialization agents (through an evaluation of responses to a comic strip scenario). Secondly, an interpretive understanding uncovers and deconstructs the meaning underlying the phenomena of reaction. This approach offers a distinction between cognitive motives based on the child's internal drive (intrinsic) and behavioural motives based on the child's reaction to positive and negative reinforcements (extrinsic). Explanations are then developed to identify the degree of individualism, where following the trend is anathema to the young male, versus the degree of collectivism, that is following the trend is perceived a necessary requirement to feelings of self-worth and positive self-esteem. These disparate constructs suggest a degree of conflict arises between the young male's goals in relation to the collective and his self-interest benefits.

This study suggests that contemporary male children are an important new area of, and opportunity for, consumer behaviour research. The study further suggests that there is little evidence of an understanding around key socialization agents influencing male children's decision-making and ultimate purchasing behaviour. That is, there is a need to further explore the degree of self-regulation (Bandura et al. 2003; Baumeister and Vohs 2007; Tang and Neber 2008) based on cognitive abilities; the acquisition of knowledge (Bandura 1977; Piaget 1972) the consumer socialization process; and goal orientations based on the salient self and self-to-other effects (Richard and Schneider 2005; Stapel and Van der Zee 2006).

1.4 RESEARCH CONTRIBUTION

As identified in section 1.1.1 this study is based on the premise that young male consumers have a new and important role to play in the consumption of products and services (Bakewell and Mitchell 2004; Bakewell et al. 2006; Tungate 2008). This study contributes to the body of knowledge in two main ways: i) it improves our understanding of the developing male consumer, ii) it expands on the theories of socialization through an exploration of the way in which young male consumers deal with influential social agents. Together this develops a debate surrounding the impact of marketing to children and offers a comparison to the literature on girls, allowing us to reveal whether boys and girls, of the same age and stage, are similar in terms of their consumer behaviour. This study reveals a lack of understanding, within the discipline of marketing, of broader terms relating to young male behaviour, as previously identified within the literature on personal and social development (Adler et al. 1998; Alderson and Morrow 2004) and the effect of male masculinity on 'consumer' behaviour (Davey 2004).

1.4.1 The Importance of Understanding Young Male Consumers

Previous literature on children's involvement in contemporary consumption has identified children as a growing influence on purchase decision-making via the concept of 'pester power' (McDermott et al. 2006), collective consumption and bargaining power (Bruyneel et al. 2010), involvement in joint spending (Brownell 2011; Donni 2007) and learning via modelling and socialization (Bandura 1977; Cheliotis 2010; Marshall 2010; Tinson and Nancarrow 2010). Many of the findings to date appear to stem from a view of external environmental factors which impact on the child and factors which drive and motivate the child to act in a particular way. Many of the studies determine that the child is vulnerable to advertising (Gunter et al. 2005) or to peer pressure (Prinstein and Dodge 2008, whilst few studies have been identified which offer an explanation of how the child internalizes, deals with, and reacts to, these external influences and pressures. An analysis of each of these constructs helps in the identification of the type of interaction and degree of involvement the child has in the consumer behaviour forum. Additionally, little is definitively identified about the male tweenager. Much early literature on the young male tends to focus on personal and social development (Miller 1989), male group behaviour (Maccoby 2002) and peer interaction (Prinstein and Dodge 2008; Rubin et al. 2011). Many of the studies on tweenagers tend to have greater numbers of females participating in the research than males (Chapter Two, Table 2.12, p.52.), for example Boden (2006) adopts adult to child interviews with two young boys and six young girls within her study on popular culture and children's social identities. Many of these studies also make assumptions on the behaviour of 'children' and hence miss the nuances of potential gender differences.

As male tweenagers experience an increase in purchasing power (Keynote 2011; Mintel 2012) there is a growing need by marketers and consumer researches to move away from the assumption that male and female children act in the same way, and to keep abreast of potential different factors which influence this neglected group of male tweenagers when making purchase and brand decisions.

1.4.2 Research Exploring Children's Reactions to Socialization Agents

To date no studies have been identified which explore young male reactions to socialization agents. It was therefore deemed necessary to analyse the theoretical foundations of consumer behaviour within chapter two by developing a focus on i) the socio-psychological development of the young male; ii) interactions with socialization agents and iii) the child's reactions to these influencing agents. These theoretical underpinnings offer a platform for discussion around the influence of socialization agents through identification of:

i)   The degree of rational (Bandura 1977; Bushman and Anderson 2002) versus emotional (Bartholomew 1990; Bee and Boyd 2007) reactions to socialization agent influence

ii)   The autonomous child versus the questioning child (Table 2.13, p.61)

iii)   The degree of individualism versus the degree of collectivism driving the child's reaction based on the child's susceptibility to external influences (Peterson et al. 1988).

Peterson et al. (1988) suggest it is the child's traits which determine how he/she reacts to the influence of others.

Based on an analysis and evaluation of previous research with children, this study adopts an approach to data collection identified as appropriate for the gender, age and stage of the target respondents. Data collection methods adopted are discussed in detail within Chapter Three.

Analysis of the literature within Chapter Two indicates that young males offer organisations a new, differentiated target market for a number of product categories. Getting young boys to make purchases entails understanding what influencing factors arouse interest and encourage action. This gives rise to a number of strategic methodological and ethical questions which are explored more fully within Chapters Two and Three and focus on:

i.   Conducting research with children.
ii.   Understanding gender, age and stage capabilities, interests and interactions.
iii. The ethical implications of exploring children's reactions.

This study raises a number of interpersonal micro (psychological) and external macro (sociological) questions emerging from an analysis of the literature. The exploration of reactions leads to the identification of the impact of peer group pressure related to risk factors through identification of reactionary content; demands made towards the parent (mother) based on peer pressure; identification of reasoned argument towards peers; and an identification of compliance with the directives of 'another'.

1.5 METHODOLOGY

Research identifies limitations associated with the research process and design (Malhotra and Birks 2003). This particular study is limited in that with children, indeed with anyone, we cannot read minds. We can however attempt to guess what a child is likely to say if for example the statement begins with '*Mum, you know those new trainers Gavin got the other day……..*' This study adopts an approach which allows for the 'voice of the child' to be heard from an emic perspective (Graham and Fitzgerald 2010; Flewitt 2005; Lewis and Porter 2006): that is, a (conscious) description of behaviour meaningful to the actor (child) is recorded and supported by the reactions developed by the actor (child) within the projected response in the form of drawings and/or statements. This study is designed and developed as a means of exploring, identifying and analyzing responses and reactions to stimuli. It begins by adopting an approach which explores basic categories of drive towards decision-

making, such as: cognition (knowledge and understanding of the purchase process), emotions (type of reaction) and evaluations (rational argument for complying with one socialization agent over another). From these constructs conceptual frameworks are developed in Chapter Four to help describe, associate and explain phenomena.

Research methodology in this instance needs to address a number of factors associated with researching children. The complexity of consumer reaction in itself can offer provocative and controversial insights into 'why' consumers 'feel', 'think' and 'behave' as they do. It is recognised by the researcher that there is a need to adopt an approach which attempts to develop an awareness of subtle hints of meaning within each child's reaction. In addition Chapter Three evaluates potential methods for data collection needed to explore, in an integrative manner, the concept of, and the impact on, the interpersonal being in order to contribute to the understanding of the reactions behind young male consumer's sportswear choices. A review of recent literature (Chapters Two and Three) and readings on undertaking research with children (Alderson and Morrow 2004; Grieg et al. 2007; Marshall 2010; MRS 2006; Tinson 2009) have assisted in the identification and adoption of a methodology which addresses a number of associated limitations when undertaking research with children.

1.6 RESEARCH PLAN

The work plan for this research involved conventional approaches such as a search through research engines and databases, a list of keywords and a formal search of academic literature. The subsequent review and the results from secondary data were then used to develop a conceptual framework (Chapter Two, Figure 2.9, p.75) to assist in the organisation of the research process. The materials gathered and reviewed were drawn from a broad spectrum of sources many of which related to the focus of the study that is, children's consumer behaviour, children's consumer socialization and children's purchasing behaviour.

From an analysis of the literature several conceptual frameworks emerged around socialization agents such as family and peers; and primary/secondary communications processes. These allow for classification and organisation of the research process and are derived from a number of diverse disciplines such as child development and psychology; consumer behaviour and communications in its many forms. A number of studies are offered on aspects of children's consumer behaviour (Bush et al. 2005; McElhaney et al. 2008; Salvy et al. 2007a, Tinson and Nancarrow 2007); others provide insights into children's drive, goals and decision-making (Lindstrom 2005; Linn 2004; Marshall 2010). In addition a number of studies are consulted in order to provide frameworks for research with children by offering suggestions on methodologies (Alderson and Morrow 2004; Greig et al. 2007; Marshall 2010; MRS 2006; Tinson 2009) and recommendations on analyzing data from projective research techniques (Alderson and Morrow 2004; Easterby-Smith et al. 2004; Miles and Huberman

1994). Yet more studies offer specification of critical elements involved in the social context of children's consumer and family decision-making processes and involvement (Cotte and Wood 2004; Lee and Collins 2000; Marshall 2010; Salvy et al. 2007a). Each of these sources has been analysed to build a structural framework for the research design which illustrates the comprehensive sequence of events taking place leading to an identification of phenomena that is children's reactions. The literature is critiqued (Figure 1.3) throughout the section on theoretical foundations (Chapter Two) leading to a conceptual summary based on the analysis and evaluation of the literature.

At the heart of this study is research on the influence that two socialization agents have on the young male consumer and his reactions to these agents. This study seeks to separate the intuitive reaction from the conscious reaction and identifies the forces at play in relation to the purchase of sportswear. This leads to a better understanding of the eight to eleven years old target audience within this product category. Research techniques are identified and evaluated within the section on methodology (Chapter Three). The uses and limitations of each method, particularly in the area of children's research, are considered. Alderson and Morrow (2004), Cowlett (2001), Grieg et al. (2007) and Tinson (2009) all recognize the difficulty in undertaking research with children. The Market Research Society (MRS 2006) offers insights into the strict guidelines for researchers from parental consent to the ethical implications of children's research.

Figure 1.3 External Data Search
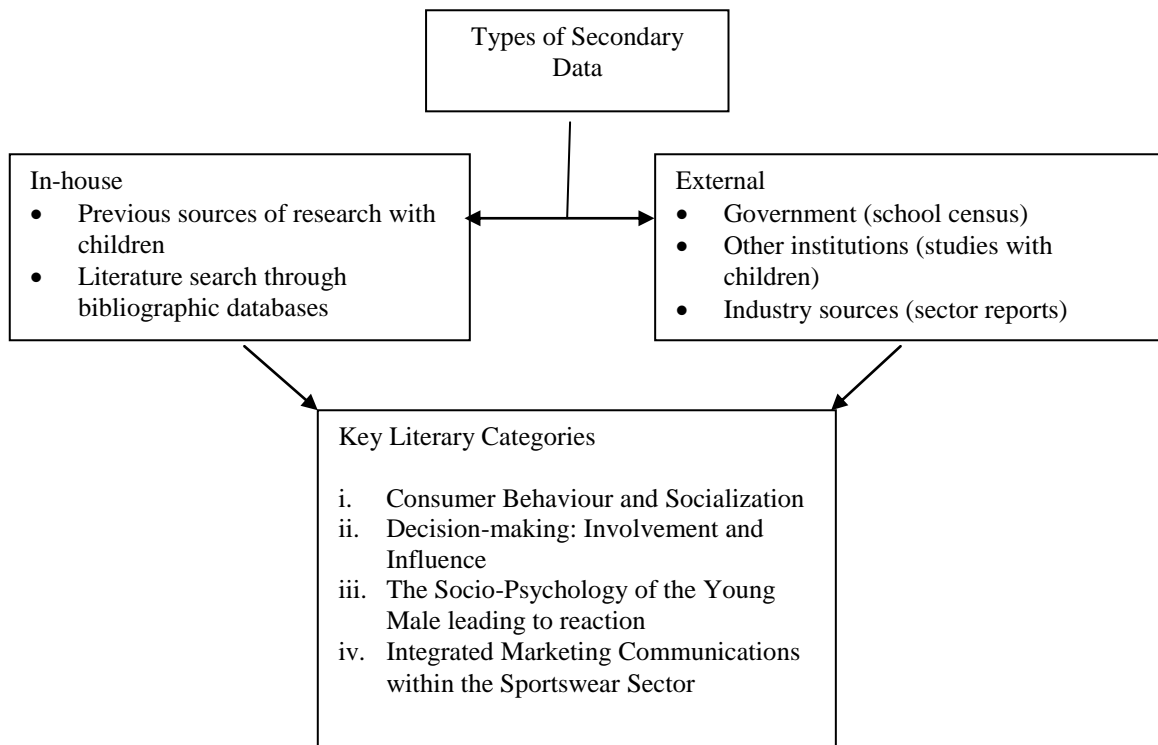
Source: Author (2013).

Other considerations to be aware of are that of peer interaction, the willingness to please and intimidation factors. Each of these factors is explored and evaluated prior to the design of the methodology (Chapter Three). Taking each into consideration it was felt that a qualitative approach would offer the greatest potential in developing an interactive and evolving framework.

To that aim, a two-stage non-structured, natural mannered, qualitative data collection procedure was adopted through the use of small focus group discussions supported by a projective comic strip scenario. Undertaken in a triadic form the researcher was maximizing the potential input of respondents within the age group focus, as by eight to eleven years of age, according to Cowlett (2001), social pairings are extended to mini-friendship groups. Cowlett (2001) continues to suggest that children who may feel uncomfortable disagreeing with an adult are more at ease contradicting or disagreeing with friends. Group dynamics, according to Adler and Adler (1998) and Tinson (2009) also have to be considered in terms of the relationships the children have within the classroom setting which is considered further within Chapter Three.

1.7 DATA ANALYSIS

The analysis of the data adopted a qualitative approach where findings were grounded in the actual data collected. This was achieved through the development of coding and indexing within frameworks (emerging themes) (Coolican 2009; Easterby-Smith et al. 2008; Miles and Huberman 1994) and were evaluated on their content through an interpretive process of grouping, ungrouping and re-grouping of concepts. The individual's perceptions of the world and their own experience, as they themselves viewed the situation, were explored and evaluated. This indicated that the researcher needed to adopt a 'reflexive' role when analysing the content of the discourse through the identification of key themes which were ordered within frameworks (Ritchie and Lewis 2003; Ritchie and Spencer 1994) in order to identify occurrences at a later stage. These frameworks identified the surface level interactions and the collaborative nature of learning (social constructivism) and deeper level reactions (phenomena) of young males to external influencing agents (Coolican 2009; Easterby-Smith et al. 2008; Miles & Huberman 1994). The approach adopted also offered insights to each child's personal characteristics when evaluating reactions displayed within the projective scenario response (Edwards and Potter 1992; Boddy 2005).

1.8 OUTLINE OF SUBSEQUENT CHAPTERS

The overall organisation of this thesis (Figure 1.4) directs the reader through a number of processes. The five chapter development has been adopted (Heppner and Heppner 2004; Cottrell and McKenzie 2005) in order to condense: i) the introduction to the research; ii) the theoretical underpinning of the study through an analysis and evaluation of the literature; iii) the evaluation and justification of methodology; iv) a focus on findings; and v) an identification of the output of the study.

This chapter has offered an introduction to the research premise, a synopsis of the rationale behind the subject area, the scope of the study and the proposed research preposition. From this point an insight is gained into the defined task, the importance of exploring socialization agents as consumer influencers and the significance of the study. Clear direction is offered to the reader regarding the nature and organisation of the study.

Figure 1.4 Structure and Organisation of Thesis

```
┌─────────────────────────────────────────────────────────────────────────┐
│ PART ONE: RESEARCH FOUNDATIONS                                           │
│                          ┌──────────────────────┐                        │
│                          │ The Research Problem  │                        │
│                          │    (Chapter 1)        │                        │
│   ┌────────────────────┐ └──────────────────────┘ ┌──────────────────────┐│
│   │ Children as         │                          │ Children's Involvement││
│   │ Consumers           │                          │ in Contemporary       ││
│   │ (Chapter 2.2)       │                          │ Consumption           ││
│   └────────────────────┘                          │ (Chapter 2.2.1)       ││
│                          ┌──────────────────────┐ └──────────────────────┘│
│                          │ i.  Examine the       │                        │
│                          │ knowledge and         │                        │
│                          │ understanding young   │                        │
│                          │ males have regarding  │                        │
│                          │ sportswear purchasing.│                        │
│                          └──────────────────────┘                        │
└─────────────────────────────────────────────────────────────────────────┘
┌─────────────────────────────────────────────────────────────────────────┐
│ PART TWO: EXPLORATION                    ┌──────────────────────────────┐ │
│                                          │ Branding Sportswear (2.4);    │ │
│   ┌────────────────────┐                 │ Integrated Marketing          │ │
│   │ Children's Consumer │                 │ Communications (Chapter 2.3.4 │ │
│   │ Socialization       │                 │ i)                            │ │
│   │ (Chapter 2.3)       │                 └──────────────────────────────┘ │
│   └────────────────────┘ ┌──────────────────────────────┐                  │
│                          │ ii.  Explore the social       │                  │
│                          │ interaction of the children   │                  │
│                          │ during sportswear purchasing  │                  │
│                          │ and choice decision-making    │                  │
│   ┌────────────────────┐ │ through the identification of │  ┌─────────────┐ │
│   │ The Young           │ │ influencers on choice.        │  │ Undertaking  │ │
│   │ Male: Flight or     │ └──────────────────────────────┘  │ Research with│ │
│   │ Fight (Chapter      │ ┌──────────────────────────────┐  │ Children     │ │
│   │ 2.2.2)              │ │ iii.  Identify and analyze    │  │ (Chapter 3.5)│ │
│   └────────────────────┘ │ children's reactions to two   │  └─────────────┘ │
│                          │ socialization agents (mothers │                  │
│                          │ vis a vis peers).             │                  │
│                          └──────────────────────────────┘                  │
└─────────────────────────────────────────────────────────────────────────┘
┌─────────────────────────────────────────────────────────────────────────┐
│ PART THREE:                                                               │
│ DISCUSSIONS AND CONCLUSIONS                                               │
│      ┌──────────────────────┐        ┌──────────────────────────┐         │
│      │ Analysis and          │        │ Conclusions, Implications │         │
│      │ Discussion            │        │ and Contributions         │         │
│      │ (Chapter 4)           │        │ (Chapter 5)               │         │
│      └──────────────────────┘        └──────────────────────────┘         │
└─────────────────────────────────────────────────────────────────────────┘
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Source: Developed from Malhotra and Birks (2003); Proctor (2003).

Chapter Two contains key constructs and critique of the literature related to the study. Here the historical background is developed and evaluated in order to identify gaps in knowledge, enabling the emergence of a research question. The chapter offers an insight into the child's consumer decision making process and an analysis of the psycho-socio development of the young male consumer. Here it is necessary to analyse the personal and social development of the male child, illustrating changing

trends in consumer development, social identity and information processing. The chapter also analyses and evaluates current trends pertaining to sportswear manufacturers' communications strategies. The theoretical underpinning allows for the development of conceptual frameworks and propositions based on the secondary research findings.

Chapter Three begins with a critical evaluation of potential methodologies and provides justification for the research design. Again, opportunities for new developments can be identified and developed, as is the case within this study. Data analysis techniques are also evaluated with justification offered for the method adopted.

Chapter Four offers an analysis and critical evaluation of the primary research findings in relation to the secondary findings. Here excerpts from transcripts are used to evidence statements and tables are generated leading to the development of associations and explanatory constructs.

Chapter Five offers discussion, identifies the contribution of the study, and considers the implications for marketers and consumer researchers based on the findings presented in Chapter Four.

1.9 CHAPTER SUMMARY

Studying young people opens up many philosophical questions and concerns. An immediate problem or question identified within this study is the ethical conundrum of attempting to study the reactions of children. It is necessary to find an appropriate way, a perspective, to adopt when probing children's reactions. In exploring children's reactions it is necessary to evaluate the role of social agency members and the possible factors affecting their interactions with children. It is not only the factors affecting interaction that are important, but how the children themselves deal with any coercive pressures they experience during consumer socialization that is of interest. This introduction has indicated that a number of associated premises must be identified, such as the pertinent personal and sociological constructs surrounding children's lives.

Consideration of the scope of the study and the development of a key research question indicates that an appropriate scientific approach is adopted to explore and evaluate the intrinsic reactions of 'young people'. The fact that these 'people' are children provides the focus for a robust and ethically considered rationale for the study. It might be suggested that gathering information and insights into not only 'what' happens but more importantly 'how' and 'why' the 'what' has happened is imperative in order to identify the following:

i. The stage of consumer development of the eight to eleven year old male.
ii. The degree of influence from family socialization agents in the young males' decision making
   process.

iii. The degree of influence exerted on the young male by peers.

iv. The form of reaction these young males exert towards these two key socialization agents.

This study asks if young males at a specific age and stage become participatory in the consumer 'dance' where consuming becomes normalized through passive absorption, or if these young males resist involvement with persuasive socialization influencers, each of which are analyzed within Chapter Two.

CHAPTER TWO
INVESTIGATION AND REVIEW OF THE LITERATURE ON
CHILDREN'S CONSUMER BEHAVIOUR

2.1 INTRODUCTION

Cook (2000) suggests that '*children have become increasingly portrayed as individualized, autonomous consumers ....who use products as a mode of self-expression*' (p.487).

Chapter Two investigates the extant literature within the area of children as consumers, children's consumer socialization experiences, and the concepts of how children react to influences from relevant others within the context of sportswear purchasing. This chapter also considers the idea of the congruence of the self within social settings through an analysis of literature based on the development of the individual and how the individual relates to, and deals with their external environment. Based on the aims and objectives of this study key and supportive themes are identified for exploration (Table 2.1).

Table 2.1 Exploration of Key and Supportive Literature

Key Literature Perspectives	Rationale	Supportive Literature Perspectives	Rationale for Supportive Literary Perspectives
Children as consumers (Section 2.2)	Analysis of children's emergence as consumers leading to an understanding of their evolution through an exploration of their involvement in contemporary consumption: from learning and involvement to bargaining and power.	Personal and social development of the young male consumer.	Leads to a consideration of how the young male develops during the rational age and stage and explores how he deals with his environment.
Children's consumer socialization (Section 2.3)	An overview of the literature on socialization in general leads to a focus on family and peer socialization. This section identifies how children learn to be consumers, their involvement in family decision-making and their relationships with influencing agents.	Communication styles and patterns. The emergence of the Tweenager.	Evaluates the direct and indirect forms of communication with children, word of mouth socialization and socialization power such as pester power.
Sportswear branding and communications strategies (Section 2.4)	An analysis of sportswear branding and integrated marketing communications strategies leads to an understanding of how the sector directs their marketing strategies towards children and their families.	Direct and indirect integrated marketing communications. Sportswear buying behaviour.	The multiplicity of commercial communications is identified and debated. An exploration of 'fandom' considers the emotional factors related to sportswear purchasing, game attention/ following and the role of consumption in relation to self and social identity.

Source: Author (2013).

The analysis of paradigms within table 2 leads towards the conclusion of this chapter with a conceptualization of the research problem through a summation of the key themes emerging from the literature and a consideration of social power.

2.2 CHILDREN AS CONSUMERS

Children now constitute a significant marketing focus for many organizations and are seen as a 'growing' consumer (Young 2005). This study suggests it is important to consider how children, tweenage boys in particular, internalize their consumer experiences and how that affects their product or brand choices. This consideration is developed more fully within section 2.2.1. From toy manufacturing to video gaming, from entertainment to sportswear choices, children are being encouraged to become members of our consumer society. Such has been the drive to market to children that concern has risen regarding the manner in which children are socialized to act as consumers (Ali 2012; Banerjee and Dittmar 2007; Ekstrom 2011). Marketers and advertisers have a keen interest in the children's market due to the increased purchasing power of children and their parents. Family spending on their children has almost doubled per annum from approximately 7.9% of income in 1972 to around 16.3% of income by 2007 (Kornich and Furstenberg 2013), in addition to which we see children's average pocket money rising by 6% per annum (Halifax Pocket Money Survey 2011). Those aged eight receive a weekly average of £4.44, increasing to £5.65 at eleven, £6.68 at thirteen, and £8.38 at fifteen (Halifax Pocket Money Survey 2011) with boys (£6.41) receiving more cash from their parents than do girls (£6.09). In addition, according to the Halifax Pocket Money Survey (2011), Scottish children consistently receive the highest average weekly pocket money in the UK. The Halifax Survey also shows that girls prefer to spend their money, rather than save with only 20% of girls putting their money into savings. Children offer organisations a potentially lucrative market in which to elevate spending (ASA 2009; Bakewell et al. 2006) through their influence on family spending (Hill 2011; Tinson and Nancarrow 2007) and potential as future adult consumers (Drake-Bridges and Burgess 2010). Girls and older children have traditionally been the focus of marketing strategies, but marketers are increasingly targeting males, including young boys at the early stages of consumer development (De Bruijin 2013; Gordon 2011).

Marketing to children has received much criticism within the literature, as media activity aimed at children has increased in scale and diversified in variety (Buckingham 2007). From the pervasiveness of 'stealth' marketing in everyday life (Calvert 2008), to the effects of marketing media on children's consumer development e.g. through television advertising (Kunkel and Gantz 1992; Oates et al. 2003) and the need to protect children from the persuasive intent of marketing (Garde 2011), marketing is accused of adopting innovative, subtle and sophisticated ways of communicating with children. Buckingham (2007) identified two '*contrasting constructions*' (p.15) pertaining to contemporary discourse on the consumerization of children: that of the 'passive victim' and that of active, competent and powerful individuals. The first view is supported by Calvert (2008) who concludes

that children's preferences and behaviours are influenced by the marketing environment, whilst proponents of the latter view (Cook 2004) suggest children readily recognize and understand the persuasive intent of marketing communications and are more able to make autonomous decisions than previously thought. As marketers begin to recognize this newly identified competence, 'stealth' approaches to communication (Harrington et al. 2013) with children have been adopted, such as online advertising and embedding products in programming content (in films, online, and in video games) (Calvert 2008). An additional consideration within this paradigm is that of social networks, identified by Harrington et al. (2013) as 'fandom' that is, consumption based on '*social, networked and collaborative processes*' (pg.361). Marketers are keen to identify, understand and potentially utilize this concept in the promotion of their offerings via 'important others'. The question then remains: how effective are 'important others' within children's socialization networks in influencing children's consumer behaviour?

Market knowledge about children as consumers has existed for a number of decades. Marketing, advertising, communications and developmental studies of children as consumers have examined and re-examined the effects of consumerism on children and family purchasing with key literature emerging in the early 20[th] century (Blades et al. 2012; Cook 2000; Marshall 2010; Young 2009). The basis of this knowledge considered the child as passive within the framework of the family and tended to identify behaviour from the perspective of the merchant. It was not until the 1960s that research began to directly involve children as 'subjects' (Wells 1965). Since this time literature has been expansively developed within the areas of marketing to children.

Children have emerged as a subject of academic study within advertising (Ali 2009; Blades et al. 2012; Boyland 2011; Marshall 2010; Oates and Newman 2010); media exposure and media literacy (Dotson and Hyatt 2005; Oates et al. 2003, 2009; Tziortzi et al. 2009) and consumer culture (Chaplin and Roedder John 2007). A growing area of interest is that of children's consumer socialization (Bruyneel et al. 2010; Donni 2007; Kerrane and Hogg 2012). Despite these efforts to understand the issue, inconsistencies can be identified and it is to these inconsistencies this study turns in order to identify the research premise. What follows is a review of the extant literature relevant to how children make purchases. The review will begin with an examination of how children have been conceptualized and understood as consumers within the area of sportswear consumption, a product category where children, family and peers are heavily involved.

Theoretical perspectives of children as consumers have been influenced by a number of different disciplines. Different streams of academic research have contributed to defining and conceptualizing the child consumer. Drawing on trade and industry literature, market reports and academic literature, Cook (2000) charts the evolution of children from passive consumers who received 'products' from close social tie networks such as family, to '*individualized, autonomous consumers*' (p.487) in contemporary times. Cook (2000) tracks the development of marketing research on children between

1910 and 1999, tracing the evolution of marketing knowledge gained and methods employed (Table 2.2). The developed table (2.2) incorporates the disciplines previous work stems from within column four (grey scale).

Table 2.2 Partial Typology of Market Relevant Knowledge about Children, 1910-1999

Time Period	Basis of Knowledge	Model of Child	Discipline
1910-1930	Merchants' experience; anecdotal information	Growing machine; conduit; child as derivative of family's affection and resources; a linkage in the social chain	n/a. Children were viewed as passive receivers of goods
1930+	Child development theory; non-systematic forms of data gathering	Developmentally informed 'cardinal characteristics' – joiners, hero- worshippers; a developing being	Anthropology
1955+	Past activity of child as it pertains to present knowledge; repeat previous success; statistical aggregate data	Tabula rasa; novelty seeker; wants own age-graded goods and icons	Anthropology and sociology
1965+	Children's direct statements about likes/dislikes; isolated and independent expression	"Little consumer": pre-existent desires	Anthropological and socio-cultural studies
1970s-1980s+	Combine interviews, development theory, and observation	Child as cognitively learning being; active in growth stages	Anthropology, sociology and psychology
1980s-1990s	Interviews, development of theory; observation of children in context of family and peers	Autonomous child; able to influence household decisions; actively knowledgeable about products; 'sophisticated'; makes purchases and purchasing decisions on own	Social Psychology

Source: Adapted from Cook (2000, p.490).

Prior to the 1930s, children were not studied and conceptualized as 'children's wear' consumers as the assumption was that mothers were the primary purchasers of children's clothes and hence the primary target market for this sector (Cook 2000). Since the 1930s research methods employed indicate that in the early years of child studies the most common paradigm to be adopted was that of positivism (Cook 2000). Many of these early studies developed statistically aggregated data identifying how the child received products and the knowledge to consume. The child was regarded as a 'customer' to be served, generally via parental decisions. Children were therefore seen as 'passive' players within the area of consumption. Here the positivist paradigm is most commonly used to substantiate product consumption and the acquisition of consumer knowledge and derives from the natural sciences, which provides large scale, statistically reliable samples on which to base findings.

The 1960s saw a paradigm shift in consumer research with children from the positivist to the interpretive, and a move away from a focus on the seller to a focus on the buyer. Studies in consumer socialization (a key theme which will be dealt with in more detail later in this chapter) began to

identify '*the process by which young people acquire skills, knowledge and attitudes relevant to their functioning in the market place*' (Ward and Wackman 1972 p.316).

The 2000s then saw the emergence of the 'Tweenager' (Cook and Kaiser 2004), identified through both positivist and interpretivist research. The term is generally used by marketers to describe a sub-cultural, tribal group of preadolescents (usually female) who are at the "in-between" stage in their development and are considered to be 'too old for toys, too young for boys'. Tinson and Nancarrow (2007) support the view that this group of eight to twelve year olds are still relatively underexplored, particularly within decision-making studies. Previously the tween was seen as distinctly female; boys were not the target of marketers as a tween focus group. This is now changing as boys are being identified as a potential market for 'boy-focused' offerings via television, online and social network communications by using themes of adventure, accomplishment, gaming, music and sports (Jayson 2009). In the 2000s, positivist and interpretivist studies have continued to explore children's consumer experiences (Blades et al. 2012; Durkin and Blades 2009; Marshall 2010), influences on decision-making (Bruyneel et al. 2010; Donni 2007; Nancarrow et al. 2011; Sabin-Wilson 2008), use, knowledge and understanding of media (Blades et al. 2012; Boyland 2011; Oates 2010;) family involvement and influence (Hsu and Chang 2008; Sabin-Wilson 2008) and peer interactions and social realities (Arnould and Thomson 2005; Cheliotis 2010; Greenhaulh et al. 2008; Salvy et al. 2007a). Each of these approaches is important in explaining the evolution of the contemporary child consumer. Additionally, practitioners within the wider social sciences offer useful insights into children's social, personal and emotional developments. The use of an interpretive paradigm has grown in recent times, but is still underrepresented within children's consumer research. Leading academics are developing insights into a number of factors related to research with children such as understanding children as consumers (Marshall 2010), marketing to children for example through advertising (Gunter et al. 2005), the development of theoretical models (Birbeck and Drummond 2007; Kerrane and Hogg 2005; Poels and Dewitte 2006; Young 2009) and methodologies (Bannister and Booth 2005; Boddy 2005; Greig et al. 2007; Tinson 2009; Thomson 2008) each of which are consulted throughout this study. By 2008, Cook (2008) suggests that children were still not effectively 'visible' within theories of consumer society or culture. Cook (2008 p.219) suggests that: '*children and childhood, and thus mothers and motherhood, must be acknowledged and investigated as constitutive of, rather than derivative of or exceptional to – commercial, consumer culture generally*'. This suggests the need for a focus change from specifically addressing children's consumption practices only, towards the exploration of experience within the place, practices and existence of children during their commercial life. Recently literature has indeed moved from the 'overly descriptive subject approach' towards the inclusion of the 'visible child experience approach' in order to offer deeper insights into the study of children's consumption by better addressing the role of the child within extant notions of consumption (Marshall 2010; Tinson 2009; Thomson 2008).

This wave of studies has been underpinned by qualitative research techniques which hail from other social sciences (in particular anthropology and sociology) and include in-depth interviews (Holstein and Gubrium 2003), focus groups (Coolican 2009) or child friendship groups (Alderson and Morrow 2004). What has been referred to as more unobtrusive methods such as audiovisual records of human behaviours (Bauer and Gaskell 2000) and projective techniques (Greig et al. 2007; Marshall 2010; Thomson 2008; Tinson 2009) have been introduced more recently. This leads to an update to Cook's table (Table 2.2 p.17) which adds a synthesis of contemporary studies (2000-2012) which have explored key areas of relevance to this study and can be identified in relation to key theoretical backgrounds (Table 2.3). Table 2.3 indicates the adoption of a variety of traditional and contemporary methodological approaches to data collection. Those studies adopting the positivistic approach offer clear insights and generalizations in relation to 'measuring people' (Coolican 2009). Here variables are identified as events which may change in value when measured. These in turn have helped researchers communicate their findings on an 'operational' level (based on consistency, validity and representativeness). Criticisms of this approach reflect on the development of positivistic 'laws' emerging from the positivistic perspective (Coolican 2009; Laimputtong and Ezzy 2006; Miles and Huberman 1994), where the fundamental principle suggests that phenomena can only be addressed through *direct observation* and *quantitative measurement*. However, this development of 'laws' determines an understanding of human behaviour from a '*scientific-subject*' position rather than from a '*people as people*' perspective.

The positivistic/quantitative approach relies on 'frequency' and tends to less readily explore '*experiences*', '*meanings*' and '*feelings*'. Coolican (2009) suggests that little is understood about, or indeed written on '*emotions*' as an intrinsic reaction as '*little relates to our everyday understanding of the term*' (p.46).

We have to look to the areas of sociology and psychology where consideration is given to the '*study of people*' from a perspective of '*experience*', '*meaning*' and '*emotion/feeling*'. Those approaches in table 2.2, which adopt a mixed or interpretive approach focus on meanings and interpretations (Liamputtong and Ezzy 2006), are regarded as valuable in probing for an understanding of how (*through observation*) and why (*motivational drivers*) people act in particular ways, during particular situations. The interpretivist approaches adopted within table 2.3 enabled the researchers to engage with the complexities of those meanings associated more readily with emotions and hence reactions.

It is also recognized that qualitative data can be 'quantified' through analysis (Coolican 2009; Liamputtong and Ezzy 2006; Miles and Huberman 1994) for example: the child shopped every Saturday with mum. This form of data provides '*facts*' and '*occurrence*'. By adding the interpretive enquiry richer results and more realistic information on the phenomena surrounding reactions can be gained, for example an exploration of *how* the child interacts can lead to a consideration of *why* intrinsic reactions occur.

Table 2.3 Update to Cook's Typology of Market Relevant Knowledge about Children as Consumers, 2000-2012

Time Period	Basis of Knowledge	Model of Child	Method	Discipline
2000-2003	Child is observed and encouraged to be actively involved in providing views and opinions	Child is viewed as a cognitive individual who is able to articulate experiences	**Positivistic:** measurement scales (Valkenburg and Cantor 2001) **Interpretive:** focus group questions and answers (Gunter et al. 2003)	Social, Cognitive Psychology
2004-2007	Children are active and influential actors in the consumer socialization process. Children provide direct statements on interactions, feelings and influential agents	Children are viewed as cognitive and emotional individuals who vocally and rationally identify their own view of the impact of others on their own behaviour and choices	**Positivistic:** cause and effect measurements in relation to food consumption (Brand 2007), peer pressure (Dontson and Hyatt 2005), parent power (Marshall et al. 2007) **Interpretive:** Friendship group discussions (Alderson and Morrow 2004; Marshall et al. 2007)	Sociology, Behavioural Psychology
2008-2012	Children are growing in autonomy within the consumer socialization experience. They are able to state their subjective views and identify themselves subjectively within their social groups. They are taking an active role in research and data collection.	Children are viewed as active social actors whose skills, knowledge and attitudes stem from a conscious evaluation of their social environments. They are also viewed as active participants within the research process, able to 'voice' their views on a subjective level.	**Mixed methods**: homophily motives (Prinstein and Dodge 2008), emotions and emotionality (Rubin et al. 2009; Young 2009) **Positivistic:** social measurement scales (Duffy and Neesdale 2009; Marshall et al. 2010), affiliation measurements (Prinstein and Dodge 2008), observation of emotions from a researcher perspective (Fabes et al. 2012) **Interpretive:** Video, photography, diary, projective techniques (Marshall et al. 2010), self-labelling (Bennett and Sami 2011), existential phenomenological interviews (Kerrane and Hogg 2012)	Sociology and Psychology

Source: Developed from Alderson and Morrow (2004); Bennett and Sami (2011); Brand (2007); Dontson and Hyatt (2005); Duffy and Neesdale (2009); Fabes et al. (2012); Gunter et al. (2003); Kerrane and Hogg (2012); Marshall et al. (2007); Marshall et al. (2010); Prinstein and Dodge (2008); Rubin et al. (2009); Valkenburg and Cantor (2001); Young (2009).

In addition to the growth of topical issues identified in table 2.3, many contemporary studies have recognized how important children have become as potential target markets for consumption (Auty and Lewis 2004; Chan, 2006a; Greig et al. 2007; Kunkel et al. 2004; Linn 2004; Lindstrom 2005; Marshall 2010; Tinson 2009). Other studies have blamed 'marketing' for the growth of materialism in young children (Chaplin and John 2007; Chaplin and Roedder John 2010), for problems with child obesity (Harris et al. 2009) and a wealth of literature explores the concept of family interaction (Cheliotis 2010; Marshall 2010), pester power (Marshall and O'Donohoe 2007) and peer interactions in the form of peer pressure (Fabes et al. 2012; Salvy et al. 2008; Olweus and Limber 2010).

A number of studies from Young (1996, 2003, 2009) relating to the impact of the commercial world on children conclude that there is a lack of evidence indicating that the commercial world has indeed had a negative impact on children's wellbeing (2009), that there is a lack of sound methodological evidence to show that, for example, advertising leads to obesity in children (2003) and that there are in fact a 'multi-factorial' group of influences driving children's actions and that these influences stem from the child's cultural environment. An evaluation of this work suggests that little is yet identified around the concept of '*reaction',* more of which is considered later in this chapter.

Kline (2006) implies that 'life' socialization and 'media-consumer' socialization cannot be separated, that they are one and the same. Kline also indicates that these constructs cannot be completely disentangled or considered as separate constructs. This suggests the child cannot then be separated from the important other (parent) and considered as an independent decision-maker. Conversely, literature on peer pressure argues that children are more likely to follow the behaviour of peers, as identified within studies on deviant, anti-social behaviour (Ching et al. 2012), social aggression (Shi and Xie 2011) and peer attachment and compliance (Chaplin and Roedder John 2010). The latter constructs of attachment and compliance identify connections via emotional support and security, indicating that feelings of emotional security and positive social connections with the group facilitates the '*adoption of goals and interests valued by others*' (Rubin et al. 2009, p. 537). Rubin et al. (2009) indicate the need for further exploration of these areas in relation to '*age-related interests*' (p.542) and the capabilities (cognitive) and personality of the individual.

Inconsistencies are therefore identified as remaining, particularly within the area of the child's interpersonal experiences and emotionality associated with these experiences (Dickinson and Holmes 2008; Rubin et al. 2009). It is these inconsistencies which will be explored through an interpretive enquiry with a focus on the child's intrinsic emotional reactions to two external socialization agents, mother versus peers. This study explores the child as an active 'social actor' (Boocock and Scott 2005) at a stage when he is entering the commercial world. First, it is important to review the involvement of children within the area of contemporary consumption with a focus on the identified key area of spending, that is sportswear purchasing.

2.2.1 Children's Involvement in Contemporary Consumption

Previous literature on children's involvement in contemporary consumption has identified children as a growing influence on purchase decision-making via the concept of 'pester power' (McDermott et al. 2006), collective consumption and bargaining power (Bruyneel et al. 2010), involvement in joint spending (Brownell 2011; Donni 2007) and learning via modelling and socialization (Bandura 1977; Cheliotis 2010; Marshall 2010; Tinson and Nancarrow 2010). Many of the findings to date appear to stem from a view of external environmental factors which impact on the child and factors which drive and motivate the child to act in a particular way. Many of the studies determine that the child is vulnerable to advertising (Gunter et al. 2005) or to peer pressure (Prinstein and Dodge 2008, whilst few studies have been identified which offer an explanation of how the child internalizes, deals with, and reacts to, these external influences and pressures. An analysis of each of these constructs helps in the identification of the type of interaction and degree of involvement the child has in the consumer behaviour forum.

i) Collective Consumption and Bargaining Power

Collective consumption begins at a very early age in wealthy nations. Indeed, Cook (2008) identifies children as being part of the consumption process even before they are born as parents, family and friends prepare for the arrival of the new baby by embedding themselves in commercial and material relations with products and brands. Cook identifies this pre-birth consumption of consumer goods as material wealth which becomes part of the new 'person's' existence even before the new child has the ability to recognize the value of, or concept of, purchasing. Literature on early collective consumption expresses this experience as consumers learning from a socialization perspective (Baxter 2009; Bruyneel et al. 2010). Research within this area focuses on the identification of interactions between the learner and the specific other (Dotson and Hyatt 2005) providing insights into the norms of behaviour within the social group leading to incidental learning (Bandura 1977; Tinson and Nancarrow 2007; Ward 1974), the adoption of attitudes of the social group, for example toward brands (Ekstrom 2006; Hsieh et al. 2006) and the influencing 'agents' which motivate particular behaviours as learned from the social group (Marshall 2010; Nancarrow et al. 2011).

Learning occurs through the development of knowledge (Seel and Strittmatter 1989), experience and involvement (Lefrancios 2006) in collective consumption. This is when the child is said to develop cognitive skills (Piaget 1972) which begin to influence the purchase process as they (children) develop bargaining skills (Roedder John 1999). Roedder John identifies bargaining skills in relation to power which occurs during the analytical stage of child development (around age seven to eleven) leading to the adoption of sophisticated negotiation techniques (Yeates et al. 1990). An analysis of the literature suggests that children learn to make requests, to reason, to persuade and to negotiate

with parents for products they want. This will be further explored within the section on children's consumer socialization.

ii) Children's Involvement in Joint Spending

It has been widely recognized that family decision making and joint spending is one of the earliest forms of consumer involvement children experience (Adamowicz et al. 2005; Flurry and Burns 2005; Wang et al. 2012). Adamowicz et al. (2005) explore the complexity of this group, identifying the group as one where all member views are taken into account. In addition, West and Turner (2009) identify family member resources (father, mother, child) used to contribute to the family 'pool' and suggests the child learns, through socialization theory, how to use this pool of resources. Through the joint decision-making and purchasing forum the child is said to develop preferences based on family normative behaviour.

a) Joint spending with parents

Brownell (2011) suggests children begin joint actions within the first two years of life, progressing to deliberate engagement, autonomous activity, and increased flexibility in joint actions as the child grows. She (Brownell, p.199) suggests the 'goal' of involvement in social games is based on affiliation needs as the child '*remains socially and emotionally engaged*' with 'another'. Thomson (2003) explored the form communications involvement took during the joint purchasing decisions of thirteen to fifteen year olds and families. The positivist survey supported by interpretive interviews and visual mapping identified behaviours which tended to '*work together*' (p.29) rather than in opposition to each other, researchers noting that the formality of the communications varied depending on the type of purchase for example when decisions related to more complex purchases a more formal approach to communication was adopted. These findings add to the parent and parent-child (average age 11.4 years) survey of Shoham and Dalakas (2005) where Israeli children were identified as having a significant influence when jointly involved in the purchases of children's magazines, records/CDs and clothes. This influence is often referred to as 'pester power' which is explored in more detail within this section.

b) Joint spending with peers

Brownell (2011) notes that young children's joint actions with peers, occur at a much later stage than that occurring with mothers indicating 'mother' as the primary joint activity socialization agent in the child's life. Further studies considering joint actions in older children adopt the positivist approach, for example the survey adopted by El Aoud and Neely (2008), which suggests that it is product involvement (in clothing) which mediates the relationship between the teenager and the peer (using the Moschis (1977) interaction scales). They suggest this in turn influences family involvement (using facets of Laurent and Kapferer's (1985) enduring involvement scales) and interaction in purchasing.

Their findings suggest that the more teenagers of sixteen to seventeen years of age interact with peers the more they are likely to contribute to the identification and search for information prior to purchasing. This interaction, it is suggested, further '*relates positively to the teen's involvement with the product class*' (p.249). El Aoud and Neely (2008) add that this involvement with the product class subsequently feeds into children's involvement in family decision-making in the form of pester power.

iii) The Pester Factor

To date there appears to be no one definitive definition of pester power; however, the general consensus is that pester power manifests itself through repetitive requests for specific goods, services and/or brands (Lawlor and Prothero 2011) through the 'nagging' of parents (Bridges and Briesch 2006). Literature focusing on this construct identifies the power children have as consumers (Chin 2001; Lawlor and Prothero 2011; Marshall 2010) much of which has stemmed from a parental perspective. Lawlor and Prothero (2011) adopt an alternative approach and explore pester power through interpretive enquiry based on a child centric view. In exploring the views of seven and nine year olds Lawlor and Prothero (2011) highlight the process of parent-child consumer interaction as a '*good natured game between parent and child*' (p.561). An identification of '*the game*' is also made by Nash and Basini (2011), again through interpretive focus groups and depth-interviews, this time with parents and their children. Nash and Basini report the '*game*' as being a positive experience for both parent and child where roles, tactics and feelings are considered as entertaining and playful by parent and child. This view of a 'good natured game' differs from previous studies which identify negative coercive tactics adopted to persuade others (usually parents) to take action (Boyland 2011; Buijzen et al. 2013; Kerrane et al. 2012).

The implications behind many earlier studies appears to be that exposure to advertising (Gunter et al. 2005) influences the child to pester the parent for goods they may not in fact need (Spungin 2004) or that peer pressure has a potent influencing effect on pestering behaviour and brand preferences (Rhee and Johnson 2012). This in turn is regarded as resulting in conflict and negative effects on family relationships (Powell et al. 2011) suggesting the issue of child vulnerability to socialization agency such as media strategies and peer pressure is still an area warranting further study, as supported by Baker et al. (2005) and Lawlor and Prothero (2011).

Alternatively, the recent work of Lawlor and Prothero (2011) and Nash and Basini (2012) suggest inconsistencies in understanding with whom the '*power*' lies during the consumer socialization experience. Nash and Basini (2012) agree that the consumer experience perspective tends to be neglected and that the inconsistencies in the parent-child purchase request relationship warrants further exploration within this area of study.

iv) The Power Factor

McNeal (1999) identifies three sources of power associated with child consumers, the child's own purchasing power (primary influence), their role as future consumers (future influence), and the child's power over adults (pester power), in particular their parents purchasing behaviour (secondary influence)

These sources have been identified as being responsible for the 'blurring' concepts of consumer culture where the line between adults and sophisticated children has been merged particularly within markets such as gaming, music and fashion (McDermott et al 2006). This view perceives adults as complicit in the commercialization of childhood where '*sentimentalized consumption leads to the paradox of parents wanting to protect children's innocence from the market place, whilst at the same time constructing children through purchasing behaviour*' (Cross 2002, p.445). This view supports the work of Neeley and Coffey (2004) who identify children's lack of finances and ability to make independent purchases engender them (children) to engage in purposeful negotiations with parents, in particular mothers, in order to obtain the desired goods via adult interaction and involvement in the purchasing process. Note the findings in Neeley and Coffey's study (2004) indicate that it is mothers who are generally in charge of purchase decisions for children, who control eighty percent of all household spending and who allow their children to '*voice opinions*' (2004, p.56). From this we can conclude that whilst children exert some pressure on purchase decision making it is ultimately the parent who makes the final purchase decision: therefore the ultimate power still appears to lie with parents.

v) Learning via Modelling and Socialization

Children learn from socialization agents within their environments, adopting values, standards and skills from those around them which in turn help them function as social beings (Roedder John 1999). The adoption of these values, standards and skills, according to Hill and Tisdall (1997), is based on how children are linked to sets of informal relationships. These relationships are described as being 'personal' within social networks and evolve over the life of the individual. Hill and Tisdall (1997) also consider the child's personality, interests and preferred activities, suggesting that these develop through interactions between the child and the different networks of social relationships. The personal development of the young male consumer is considered within the next section of this chapter (Section 2.2.2). Considerations of social networks are explored in greater depth within the section on children's consumer socialization. Prior to exploring the impact socialization agents have on the young male consumer it is necessary to consider how the young male develops as an individual. A review of the literature on personal and social development explores the psycho-socio emergence of the male self and considers how the male deals with his social environment.

2.2.2 The Young Male Consumer

To date there appears to be little work related to understanding the young evolving male consumer, the factors which influence the young male and the conflict and emotional responses young males demonstrate within their social environments. There is, however, a wealth of work to help us understand the personal and social development of children. It is to the extant literature within the disciplines of personal and social development we need to turn in order to view the evolving male consumer. According to Donaldson (1978) and Miller (1989) there are a number of factors evident during the child's emerging self:

a) Being aware that they are separate /different from others
b) Developing an understanding of the subjective self (self-permanence)
c) Developing an understanding of the objective self (an object)
d) The recognition and control of the emotional self

By late childhood and early adolescence, the literature suggests children tend to describe themselves in terms of physical, behavioural and/or 'external' attributes such as their traits, values and beliefs (Damon and Hart 1988; Livesley and Bromley, 1973). However Harter et al. (1998) noted that some children display 'false self-behaviours' depending on the situation they are in i.e. they suggest different traits, values, beliefs displayed to parents than those they display to peers. This suggests there may be associated implications for a child's self-esteem. This recognition of self-evaluation, in terms of esteem, arises around seven to eight years of age (Bee and Boyd 2007) and is based on the discrepancy between personal goals and achievements and by the emotional support perceived to be given by important others. Here we can see that the child displaying a high degree of self-esteem is satisfied with 'who they are' and is less likely to be influenced by others (Bee and Boyd 2007). Transversely the child with low self-esteem is more likely to seek acceptance of others and display compliant tendencies. The key components of interest at this point are social acceptance needs, physical appearance, self-esteem and the behavioural conduct resulting from each hence ascertaining the key components of 'relational self-worth' (Harter et al. 1998).

Boys gain high levels of self-esteem and self-worth by successfully influencing others such as friends (Thorne and Michaelieu 1996). Alternatively Trzesneiwski et al (2003) suggest this high degree of self-worth tends to be low in stability during early adolescence, further indicating that individual variations are at play during this period. This is a period when we see the child's emerging reactions to the self and the emergence of a comparison with others. According to the work of Calicchia and Santostefano (2004); Feingold (1994); and Maccoby (2002) boys are less compliant than girls during the late childhood and early adolescent developmental stages and indeed lean towards demonstrating more demanding or controlling strategies within group settings (Leaper et al. 1999; Strough and Berg

2000). These suggestions lead to the consideration of a series of interactions which indicate a number of complexities are associated with personal development. These considerations bring together three different views (Table 2.4) of unique and individual patterns of behaviour that are described as the origins of personality: the biological foundation, cognitive and emotional development. Emotional development is further explored within the concepts of attachment and the self within social situations.

From the literature it can be seen that each of these factors has a direct effect on emotional responses and behavioural choices. That is, the child's choices/decisions will depend on their temperament in terms of emotional reactions to a given situation; their cognitive abilities; and the direction of their social attachment. How these factors interact with each other is identified through social relationship studies with a) parents and b) peers, as further identified within the sections exploring children's relationships with each.

a) Relationships with parents

Bee and Boyd (2007) suggest that studies such as Levitt's (1993) indicate that whilst young adolescents appear to have a high level of support or intimacy with peers their sense of security, well-being and contentment or happiness correlates to the strength and quality of attachment to parents. Hence even when a degree of autonomy arises in the parent/child relationship, children still consciously and unconsciously perceive their parents as an important psychological safe harbour. This view is supported by Yang and Laroche (2011) whose survey of 14-18 year old Canadian and Chinese students, indicate parental responsiveness to their children can directly and indirectly foster positive feelings of self-esteem hence reducing adolescent susceptibility to peer influence.

b) Relationships with Peers

Without doubt peer relationships and interactions impact on child development in unique and significant ways. Chen et al. (2005) recognize that children's interactions with parents and peers are interactive. Timmer et al. (1985) also suggested that the importance of peers begins to increase from around the age of seven years. This age and stage is one where a number of renowned authors consider the 'fight or flight' phenomena, which is explored further within section 2.5.1 (Alder et al. 1995; Alderson and Morrow 2004; Cannon 1915), each of which are explored further within the section on socialization.

An analysis of child development leads us to consider how the young male will react to a given situation. To do so further exploration of how young boys react to their environments is offered in an analysis of the extant literature around the 'fight or flight' paradigm.

Table 2.4 Literature Perspectives: Children's Biological, Psychological and Social Development

Literature Perspectives	Key Constructs	Emerging Conceptions	Key Authors
Biological Foundations	Hereditary transmission (HT).	HT influences the child's behaviour in relation to heredity factors affects the developing characteristics of the child, impact on intelligence and personality.	Bee and Boyd (2007) Piaget (1972); Schaffer and Kipp (2007).
	Behavioural genetics (BG).	Behavioural geneticists study how genotype interacts with the environment to create behavioural attributes. These studies identify genotype/environment correlations suggesting the child is consciously active in his own choice of environment.	Bandura (1977); Bushman and Anderson (2002).
	The bio-ecological understanding.	From a systems approach, the family is identified as the filter through which the larger society influences child development. These environments are defined as the macro/exo (or meso) environments which constrain role behaviour and the 'micro environment' which refers to the attributes of the physical setting and roles and relationships within that setting. It is here we learn the acceptable social norms within the group. At what stage then are young males of eight to eleven years in terms of role constraint within the purchasing forum?	Bee and Boyd (2007); Bronfenbrenner (1989).
Cognitive Development	Constructivist theory. Psychological development.	As children grow they experience a number of dramatic alterations which are evident as a series of developmental stages. 'Set by nature' and moulded by society. Constructivist theory argues that there is a psychosocial effect taking place. Individual assimilation and accommodation where adaptation to the environment becomes more complex as one grows. Individual psychological characteristics and experience are important.	Bruner (1974); Dewey (1997); Erikson (1968); Neisser (1967); Piaget (1972); Vygotsky (1978, re-published).
	Socio-cultural development.	Piaget's work has been criticised for not being able to fully explain the impact of a child's external environment (socio-cultural) on their level of motivation to act in a particular setting such as during the decision-making process. Piaget also appeared to underestimate the ability of preschool children to recognize and appreciate the points of view of others.	Dion and Berscheid (1974); Flavell et al. (1981); Gzesh and Surber (1985); Newcombe and Hutternlocher (1992); Vygotsky (1978, re-published).
		Theories of value, knowledge, human nature, learning, transmission, society, opportunity and consensus. Each child is viewed as an individual who learns from social interaction and experience.	Erikson (1968).

		Development of the individual involves physical development (somatic), psychic organisation (psychological) and cultural relationships (communal). An epigenetic effect at play where each stage arises at its own time with each informing the other.	Dion and Berscheid (1974).
		The multi-store model of information processing within the young child (fuzzy-trace theory). Here the child processes two factors – the gist and the verbatim input, the understanding of which stems from the child's cognitive abilities. For example between the ages of seven and twelve years childhood fears stem from a number of sources such as school performance, bodily injury, death and physical appearance.	Brainerd and Reyna (1998).
Emotional Development	Relationships	Survival, emotional self-regulation, development of deep bonds. Emotions as determining the flow and outcome of interaction.	Ainsworth (1968); Bartholomew (1990); Denham et al. (2002); Reiss (1997); Schaffer and Kipp (2007).
Attachment Needs and Emotions	Attachment theory is drawn from concepts based on ethology, cybernetics, information processing, developmental psychology and psychoanalysis.	Parent/child relationships in childhood and early adolescence. The child pushing for autonomy. Conflict between parent and child may begin to manifest itself. Strong attachment to parent is still in evidence. Mother defined as secure base from which a child might explore the world around him.	Ainsworth (1968); Belsky and Rovine (1987); Flannery et al. (2003); Grossman and Grossman (1990); Kobak and Sceery (1988); Laursen (1995); Levitt (1993); Steinberg (1988); Sroufe and Waters (1977); Weiss (1982).
Development of the Self within Social Situations	Cognitive development. Social theory. Behaviourism. Observational learning/vicarious conditioning.	When exploring the child's self and social-self consideration should be given to the cognitive development of the child within his social environment. Social theory arose from a reaction to the lack of focus on the cognitive process within behaviourism. Early theorists pioneered studies into observational learning, also referred to as vicarious conditioning. Children learn from observing the behaviour of others and gain information by watching 'model' behaviour.	Bandura (1977); Mischel (1973).

Source: Developed from Key Authors, Column 4.

i) The Young Male Consumer: Fight or Flight?

The fight or flight response, initially studied by Cannon (1915), states that all animals react to threats. They do this with a general discharge of the sympathetic nervous system and it is this system which Cannon suggests primes the animal for fighting or fleeing. This theory is supported by more recent personal and social development studies (Alder et al. 1998; Alderson and Morrow 2004) which can be adopted and applied to young males, and indicating the options available should the individual be pressurized into behaving in a particular fashion, for example pressure to wear expensive brands of sportswear.

A number of early studies on child development agree that children are generally born with a number of fundamental abilities and uniquely distinctive temperaments (Table 2.5). Table 2.5 identifies the basis for previous studies of human development identifying a focus on a number of themes: Nature/Nurture; Active/Passive; Continuity/Discontinuity and the Holistic Nature of Development.

Table 2.5 Four Stages of Human Development

Stage	Cognitive Development	Socio-Cultural Development
1. Infancy (0-1 years)	High dependence on others for food, warmth and affection. Impact on degree of trust vs. mistrust.	na
2. Toddler (1-2 years)	Self-control and self-confidence develops through learning to walk, talk and doing things for the self. Impact on degree of independence vs. doubt.	na
3. Early childhood (2-6/7 years)	Limited logical understanding. Impact on initiative vs. guilt.	Increased social interaction due to increased development of motor skills. Balance of control between responsibility and impulsiveness is developed.
4. Late childhood/Early adolescence (6/7-12 years)	Logical thinking is more advanced. Problem solving is easier. Impact on competence vs. inferiority.	The transition from the world of home to the world of school. The external environment impacts on learning and personal development

Source: Developed from Erikson (1968); Freud (1917); Piaget (1972); Vygotsky (Reprinted 1978).

These studies have adopted a number of viewpoints i.e. psychological (Erikson 1968; Freud 1917); learning (Bandura 1989; Skinner 1986; Watson 1930); cognitive-development and intellectual growth (Piaget 1972); and socio-cultural influence (Vygotsky 1978). These studies take the reader through the principles of the theories of psychoanalytical and behavioural development of children, in particular young males, and need to be addressed in the context of this research. According to Roedder John (1999) it is not until around seven to eight years of age that we see the evidence of rational thought control. At this stage it might be proposed that the male child emerges from control by others to a degree of internalized self-control. Kohlberg (1966) describes this as moving from stage 1 where heteronomous morality through adherence to rules and obedience is in evidence; to

stage 2 where individualism and exchange is in evidence as the child acts to meet his own needs and interests, letting others do the same. This suggests the process of character development is a function of two actions that is i) the inner self which drives decisions and ii) the outside world which attempts to teach and to some degree manipulate, coerce or control the development of character, possibly resulting in a degree of personal conflict. In some instances each appears balanced. Within each of these levels there is an element of control such as might be evident when attempting to control the environment, resist control or develop self-control. An analysis of the literature suggests that gaining self-control may be a long and difficult process for the male child as they consistently score lower on self-control ranking scales than girls (Duckworth and Seligman 2006; Kendall and Wilcox 1979).

Figure 2.1 Attachment Styles

MODEL OF SELF
(Dependence)

	Positive (Low)	Negative (High)
Positive (Low)	SECURE	PREOCCUPIED
Negative (High)	DISMISSING	FEARFUL

MODEL OF OTHER (Avoidance)

Source: Bartholomew (1990, p.170).

Associated with these views is the analysis of the child's emotional development and capabilities, and how these constructs manifest themselves when the child is in a position of making a choice: for example, towards the normative versus the comparative influencer. A significant consideration is that of attachment, the premise of which offers an explanation of the chain of events which lead to an outcome. Bartholomew's model of attachment (1990) represents different attachment styles (Figure 2.1) and defines ways in which children deal with attachment, separation or loss of individuals with which they have developed a deep bond.

Bartholomew's model suggests different emotional reactions occur as a series of stages which relate to the child's inner feelings. For example, if the model of the self is positive and avoidance of others is positive then the child might be described as an independent type (Horney 1942), secure in the self and hence is not easily coerced by others. This concept does not yet appear to have been explored in

relation to children's (consumer) reactions to the persuasive intent of others. This leads to the consideration of a) reaction and b) direction and type of reaction to the two socialization agents identified within this study. Alternatively, we can see that if the child's view of the self is negative, in addition to a high attachment association with others, the child will be fearful of ignoring the subjective norm in the form of the comparative other (Fishbein 1983) and buy into perceived preferred brands.

Reiss (1997) argues that the degree of attachment depends on genetic transmission (intrinsic personality) and offers two child-effect models (passive and evocative) which argue that it is the genetic make-up of the child which determines attachment style:

1. Passive Model: relates to the genetic imprint received from parent to child. For example genes which result in anger in the parent may manifest itself as anti-social behaviour in the child.

2. Evocative Models: relates to two key models: a) the child-effects model which suggests that the way in which the child develops is not related to parental anger characteristics but that parental anger is a result of the child's behaviour and b) the parent-effects model suggests is gene traits that are responsible for the child's temperament characteristics and that this in turn results in or causes parental anger. In turn this negative response to the child's temperament matters in the development of anti-social behaviour.

Schaffer and Kipp (2007) shed light on the socialization of emotions and emotional self-regulation where they identify society's *'emotional display rules'* (p.146) as conditions, or circumstances, where emotions should or should not be expressed and support the findings of Gross and Ballif (1991) and Harris (1989). These theoretical models have been developed based on the identification of basic emotions such as anger, dejection, desire, fear, hope or happiness and are said to contribute to the child's feeling of well-being or otherwise, depending on the degree of attachment need. Davis (1995) adds that boys are less able to comply with emotional display rules than are girls.

Figure 2.1 can therefore be adopted in order to help identify the child's overall degree of independence and degree of avoidance of the two social agents in question. This model helps drive the methodological design, particularly in relation to the projective scenario. Questions arise from a consideration of this model such as: does behaviour stem from genetic imprint e.g. internal traits or emotional tendencies? Or does behaviour occur due to an external stimulus? Skinner (1986) argued against internal stimuli claiming that the Startle-Reflex (Gokin et al. 1986; Lang et al. 1990) is functionally dependent on the external environment. This suggests behaviour is purposive in character giving further support to the argument that the child's external environment has a greater impact on behaviour than does the child's personality or internally driven motives.

Further studies on the development of the child's self needs then need to be considered, particularly within the area of how the 'child's' self deals with differing social situations.

ii) Personal and Social Development

When considering the child's self and social-self, consideration should be given to the cognitive development of the child within his social environment. Social theory arose from a reaction to the lack of focus on the cognitive process within behaviourism. Early theorists such as Bandura (1977) and Mischel (1973) pioneered studies into observational learning, also referred to as vicarious conditioning. Here, it was argued, children learned from observing the behaviour of others and gained information by watching the behaviour of others. This understanding is adopted in much of the advertising aimed at young people where reference group (model) interaction suggests an outcome. For example, Nike's use of Michael Jordan suggests 'you too can be cool, wealthy and at the top of your game' if you buy into the Nike product. This draws on developing a cognitive understanding of the degree of attachment the child will benefit from if they buy into the brand. Mischel (1973) goes on to highlight five forms of cognitive social learning variables which can be applied in this instance to children and their brand choices:

a) Encoding strategies: How the child views the importance of the social agent (Fabes et al. 2003; Greenhaugh et al. 2009) is indicated by the degree of collectivism versus individualism expressed

b) Expectancy: What the child perceives will happen if they buy into the brand e.g. manifestation of emotion (Higgins 1987); degree of attachment to the group (Ainsworth et al. 1978; Grossman 1997; Kobak and Sceery 1988; Priel and Shamai 1995; Sroufe and Waters 1977; Weiss 1982); additional benefits e.g. comfort

c) Perceived value: What perceived value is associated with purchasing the brand in relation to the child's goals? For example, to be an accepted member of the group (Fishbein 1983); to conform or to maintain individuality (Horney 1942)

d) Plans: How the child will achieve reaching their goals (to purchase or not to purchase?)

e) Competencies: What the child can do based on level of cognitive intelligence (Binder 1988).

Many of these theoretical constructs may form the focus for a thesis in their own right. It is not the domain of this study to evaluate each of these constructs at this point. Nevertheless, it is important we identify and understand the cognitive social learning variables at play in order to ascertain the key variables pertinent to this study.

Lewontin (1979a) proposed that individuals are faced with an environmental problem and so search for a solution to that problem. This adaptionist perspective suggests a degree of cognitive understanding and recognition of a problem. In applying this area to children's brand choices it

might be argued that at the earlier stages of consumer development children do not consciously recognize the need to solve a problem, for example purchasing brand A in order to experience emotional security. This differs from previous explanations which suggest that by eleven years of age children recognize a potential problem of peer rejection and hence may wish to purchase brands which increase the potential proximity with the group. This provides a peer pressure understanding, previously identified in this chapter and supported by a number of contemporary authors (Marshall 2010; Nuttal and Tinson 2001; Pole et al. 2009).

Table 2.6 Traits and their Implications for Reactions

Intellect/ Openness	Conscientiousness	Extraversion	Agreeableness	Emotional/ Neuroticism
Children with this personality trait will demonstrate ego resiliency (Block et al. 1988) lean towards independence from the group (Cattell 1994), demonstrate an inquiring intellect (Fiske 1977) be mainly sensation seeking (Zuckerman 1979) and motivated by power (McAdams 1992).	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 (Friske and Taylor 1991). Whilst the motivation to act is based on intimacy (McAdams 1992) this individual displays a degree of constraint (Tellegen 1985).	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).	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 (Friske 1977) in order to protect the self (Jackson 2003). The motivation is intimacy (McAdams 1992)	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).

Source: Developed from Adler (1989); Bales (1950); Bartholomew (1990); Block et al. (1988); Cattell (1994); Fisk and Taylor (1991); Friske (1970); Horney (1942); Jackson (2003); McAdams (1992); Tellegen (1985); Zuckerman (1979).

When evaluating emotional reactions to socialization agents it is necessary therefore to consider the driving force behind these reactions. A number of models can be considered to assist with the exploration of emotional responses and are evaluated within Chapter Three. For this study the five factor model is developed to consider children's traits and the implications these traits have for reactions (Table 2.6). An identification of the five personality dimensions (OCEAN): Intellect/Openness to Experience, Conscientiousness, Extraversion, Agreeableness and Neuroticism (Digman 1997; Jang et al. 1998; McAdams 1992; McCrea and Costa 1997; Paunonem and Jackson 2000) is used to evaluate individual differences in reactions to a given situation. The interacting patterns, it is suggested, vary along a number of dimensions relating to degree of dominance and friendliness. These two dimensions are components developed from and shared between the Five-Factor Model and Attachment Theory (Gurtman 1992; Kiesler 1983; Leary 1957; Sullivan 1953).

Whilst correlation research methods such as factor analysis are useful it might be suggested that this has limitations in exploring intrinsic reactions in children. It is suggested that by adopting an exploratory research approach, insights into the following factors can be identified (Figure 2.2).

Figure 2.2 Conceptual Inputs to Children's Reactions
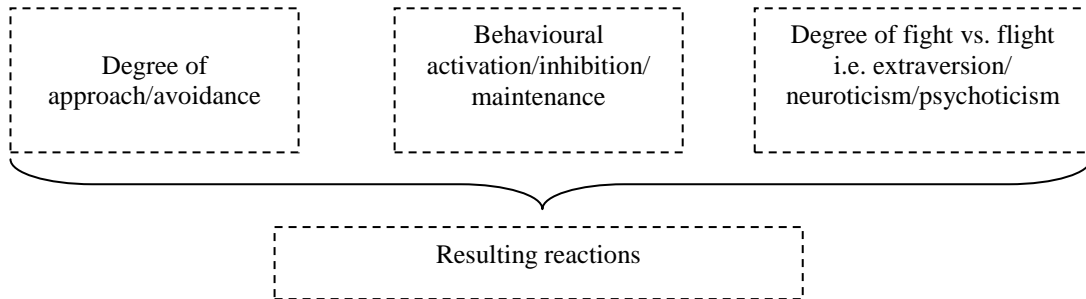
Source: Author (2013).

Theorists such as Freud (1917) and Erikson (1968) elucidate concepts such as reciprocal determinism. That is, an individual's behaviour is caused by the world around them which in turn is caused by the individual's own behaviour. The interaction of the two – the environment and the individual's psychological process – will manifest in behaviour unique to the individual. Behaviour, it is argued, will not present itself unless there is a motive to do so. This suggests there is a degree of unrecognized motives and processes supported by conscious motives and processes within the mind of the child.

The branding of sportswear aims to develop an emotional link between the company and the consumer through consumer identification of brand value (DeChernatony 2006; Haugh 2010; Rao et al. 2004). In order to evaluate the motivational effects influencing the young male's sportswear choices, a consideration of the concept of branding and its relationship with consumers is offered later in this chapter. At this juncture it is important to recognize that there are a number of factors influencing the child's decision-making process and his/her motivation to act. There is the psychological genetic argument (Uhlmann et al. 2008; Veneeva 2006) and there is the social psychology argument (Hogg and Garrow 2003, Ulrich 2005). These diametrically opposing approaches can be used for the development of a comparative consideration and assist in identifying key constructs for exploration of individual reaction (phenomena) to social influencers.

2.3 CHILDREN'S CONSUMER SOCIALIZATION

Allsop et al. (2007) identify eight key dimensions within an individual's social networks (Figure 2.3) and suggest a number of interactive factors are at play within an inter-personal, individual psychological and interrelated social construct (Dotson and Hyatt 2005).

Figure 2.3 Conceptual Dimensions of a Young Male's Social Network

8. In relation to child's previous experience

1. Determined by cognitive abilities

2. Number of times activity takes place

7. Degree of involvement

Credibility of Source

Concentration

Rate of Activity

Participant Role

IMPACT ON BEHAVIOUR

Personal Relevance

Negativity vs Positivity

6. As identified within Ch.4 (projective responses/ reactions)

Effectiveness of Exchange

Characteristics of Message

3. Based on self-identity needs

5. Based on degree of socialization agent influence

4. Based on degree of persuasiveness or coercion

Source: Adapted from Allsop et al. (2007, p.403).

The current study suggests an analysis of the degree of sensitivity in relation to the relative impact of each influencing factor can be evaluated, indicating whether the young male's decisions are based on one dimension in particular or are based on the interplay of rational behaviour, cognitive benefits, hedonistic drives and/or emotional benefits. Figure 2.3 is adapted to consider outlying factors pertinent to this study (clockwise points 1 to 8) such as the child's previous experience, cognitive abilities, frequency of activity, self-concept, degree of persuasiveness, socialization agent influence, reaction, involvement in decision-making and previous experience. A series of very complex dimensions are identified within figure 2.3. Nevertheless, each of these complexities lead to the consideration of how the impact of the young male's social network can be explored. These considerations are further developed within the chapter on methodology.

Building on the work of Scott Ward (1974) and his initial study of consumer socialization, Debora Roedder John has been a major figure in expanding knowledge and understanding of children's consumer socialization through longitudinal, interpretive studies. Roedder John (1999) identified the concept of socialization occurring as part of a three stage process (Table 2.7). Roedder John (1999) captured the major changes occurring in the socialization process from pre-school age to that of adolescence. The framework she developed describes key characteristics of children's knowledge, skills and values for each stage, specifying the approximate age at which children move from one

stage to the next. This identification captures important changes in knowledge development, decision-making skills and purchase influence strategies and illustrates movements which take the child from the perceptual to the reflective stage by highlighting knowledge developments, for example from the concrete to the abstract. The move from the simple perceptual orientation to the more intricate is identified, supplemented by an illustration of multiple dimensions and contingencies that emerge.

Table 2.7 Stages in Children's Consumer Socialization

Characteristics	Perceptual stage (3-7 years)	Reflective stage (7-11 years)	Analytical stage (11-16 years)
Knowledge structures:			
Orientation	Concrete	Abstract	Abstract
Focus	Perceptual features	Functional/underlying features	Functional/underlying features
Complexity	One-dimensional Simple	Two-dimensional Contingent (if-then)	Multi-dimensional Contingent (if-then)
Perspective	Egocentric (Personal Perspective)	Dual perspectives (own + others)	Dual perspectives in social context
Decision-making and influence strategies:			
Orientation	Expedient	Thoughtful	Strategic
Focus	Perceptual features	Functional/underlying features	Functional/underlying features Relevant features
Complexity	Salient features Single attributes Limited repertoire of strategies	Relevant features Two or more attributes	Multiple attributes Complete repertoire of strategies Fully developed
Adaptability	Emerging	Expanded repertoire of strategies	Dual perspectives in social context
Perspective	Egocentric	Moderate Dual perspective	

Source: Roedder John (1999, p.186).

Table 2.7 identifies the eight to eleven year old as having a more abstract knowledge orientation with a focus relating to function and features. Their knowledge structure has progressed from the simple to a more two/multi-dimensional ability where they can now view issues from the perspective of self and others. Decision-making can then be expected to be more thoughtful and reasoned and to stem from a dual perspective within a social context.

Roedder John (1999) notes that children appear to share similar decision-making, and influence strategies as they progress from the expedient to a strategic orientation where the emphasis shifts from a focus on perceptually salient features (conscious awareness of prominent attributes) to more relevant underling features (sub-conscious internalization of benefits). It can then be seen that the child moves from a limited repertoire of strategies to a more complex and complete repertoire of strategies which enables the child to handle multiple attributes associated with a socialization agent. The work of Roedder John is helpful in offering a theoretical framework which provides an age construct on cognitive and social development. Additional factors have been considered more recently which add to the body of knowledge that considers the social environments in which children

learn to become consumers, and inter-personal factors which influence the concept of co-membership within groups (McPherson et al. 2007; Salvy et al. 2008).

The work of McPherson et al. (proximity-similarity hypothesis comparing co-membership (family) with friendship (peer) congruence) (2007), and Salvy et al. (interpretive study of socialization as a driver of motivation) (2007) consider the phenomena of 'likeness generating comparable conduct'. 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. supports the earlier work of Cook (2000) and Young (2001) on the multiplicity of factors influencing children's consumer behaviour and 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. Homophily within social networks suggests that information flows in a localized manner: for example, via inter-personal peer influence, as identified by Salvy et al (2007b). When applied to children this suggests the child will receive more information from family at an early stage of consumer development than they will from peers (Rubin et al. 2009). This raises the question regarding the age and stage of consumer interaction, knowledge development and influence on actual behaviour. The work of Mesch and Talmud (2007) recognizes that adolescents form friendships with those of similar demographic characteristics more readily than with those demonstrating a higher degree of difference. These studies drive the method adopted in the current study as they attempt to understand the impact of socialization on the individual. It is recognized that there is a limitation within these studies as the concept of homophily does not recognize the philosophical ambiguity of the attraction of opposites nor do these studies engage with young male children between the ages of seven and eleven.

When considering the aspect of socialization of children we must also consider the overall social development of the child. Followers of Piaget (1972) support the concept that social development stems from early interactions when standards of behaviour are transmitted inter-generationally. A number of paradigms have been offered to explain this process (Table 2. 8). These assumptions form part of the subsequent evaluations on cognitive and emotional socialization:

i)   Cognitive Socialization
It might be suggested here that an individual's focus leans singularly towards the phenomenological construct, with limited consideration of the impact of social interaction on emotional responses. The view of Vygotsky (1978) offers a more social constructivist understanding by suggesting that cognitive skills stem from a social origin. This leads to the question of whether children's reactions to influencing forces stem from what is described by Schaffer (1996) as an '*intermental*' plane, that is, a

reaction based on early social interaction with parents (with a focus on mothers within this study), or is driven by their comparative associations with peers.

Table 2.8 Assumptions of Social Development

Paradigm	Assumption	Key Authors
Theoretical Assumption	Children's socialization is an adult-initiated process. However the degree to which the child plays a part is subject to uncertainty. A number of assumptions can then be identified within the literature: a) Children will have a high degree of attachment to their social norms b) Children will display particular personality traits which if identified will indicate the individualism or collectivism of the child c) Children will display emotional reactions to socialization agents based on internal motivational factors d) The social background of children may have an impact on the child's involvement with sportswear brands	Bee and Boyd (2007); Berk (2006); Linn (2004); McPherson et al. (2007); Mesch and Talmud (2007); Ward (1974).
Cognitive socialization theory	Focus is on the individual and how the function of learning occurs within the individual. Functions are based on cognitive social influences such as provision input, modelling input, peer pressure inputs, parental influence, shaping attitudes input e.g. through advertising.	Chaplin and Reodder John (2010); Cin et al. (2009); Gibbons (2008); Gunter et al. (2005); Lawlor and Prothero (2003); Oates et al. (2003); Prinstein and Dodge (2008); Schaffer (1996).
Emotional socialization theory	Observations on emotional behaviour individual emotional tendencies develop from a biological foundation (phenomenology). However, social anthropologists argue that even innate personal expressions can have an effect on, and direct, emotional reactions. These differing beliefs lead to questioning the potential development of behaviour, such as the degree of conformity and to whom that conformity is expressed.	Bartholomew (1990); Calicchia and Santostefano (2004); Maccoby (2002); Schaffer and Kipp (2007).

Source: Developed from Key Authors, Column 3.

ii)   Emotional Socialization

An additional consideration identified within the literature is that of social interaction, age and gender factors. These factors are recognized by Mesch and Talmud (2007) as an observable homophily in that young boys' friendship groups appear to be larger than that of young girls. This may have implications regarding the degree of effect young males have on influencing each other at this early stage of consumer development. A number of studies make note of this proximity-similarity hypothesis during the stages of adolescence (McPherson et al. 2007; Moody 2001). This focus suggests that the degree of power socialization agents have may differ depending on the child's personal associations and preferences. The positivist survey by Duffy and Nesdale (2009) with 351 eight to thirteen year olds identified in-group similarities and positive emotional relationships as being an important influence on behaviour. This supports the work of McPherson et al. (2007) and Salvy et al. (2008) with their findings on homophily.

Arguably, parents then have to be tenacious with regards to helping children become responsible consumers. This tenacity takes a great deal of consistent energy. Or they (parents) may be unaware of the need to educate their children in the 'ways of consumption.'

Vygotsky (1978) argues that 'society is the bearer of cultural heritage'. This proposes that the recent changes in our beliefs and values towards consumerism are to blame for a demand society which gives little or no thought to the consequences of addictive consumerism. Bandura (1977) suggested that children mimic behaviour displayed by others, particularly if there is an indication of praise achievement which results in positive emotional feelings. For example, children viewing violent entertainment will themselves develop aggressive responses (Bushmen and Anderson 2002). Bussey and Bandura (1999) suggest children acquire gender identities and behaviours through direct tuition and through observational learning. They argue that children adopt the 'attitudes and behaviour' of same-sex models. Leaper at al. (1999) and Lytton and Romney (1991) suggest parents actively involve their sons in gender-type behaviours from an early age. It is further suggested that fathers more strongly encourage gender-type behaviours in their sons. From seven years old to puberty, children acquire a sense of their gender identity according to Kohlberg's (1966) cognitive-developmental stage. This is built upon by Martin and Halverson (1987) who add the gender schema theory which suggests children construct their own gender schema in terms of performing specific gender-consistent behaviours. For example, girls are brought up to shop on an emotional level to provide food and clothing for their family so the boy is brought up to 'explore' and encode information on their own stereotyped preferences (Table 2.9).

Table 2.9 Personality Traits and Gender Response

Personality Trait	Gender response (expected)	Potential gender response (contemporary male consumer)

Masculine
    Dominant
    Authoritative
    Self-sufficient
    Ambitious
    Masculine
	I can control a lot of others in my class
	I am the leader in my class
	I can take care of myself
	I'll work hard to get what I want
	I like to do what males do
		I tell others what brands to wear
		I get new brands first in my class
		I don't care what others think of my brand
		I always want the new brand before anyone else
		I like brands that make me look strong

Feminine
    Compassionate
    Cheerful
    Loyal
    Nurturing
    Feminine
	I care about what happens to others
	I am a cheerful person
	I am a faithful friend
	I like babies and small children a lot
	I like to do what females do
		I care about the brands friends have
		I am happy with the same brands my friends have
		I like to wear the same as my friends
		I share brands with my friends
		I like to shop for sportswear brands

Source: Developed from Boldizar (1991).

Table 2.9 questions through a consideration of male gender response (column 3), whether male children might demonstrate i) a strong masculine approach to brand decision-making through the demonstration of Jones and Crawford's (2005) 'masculine' forms of response or ii) a more feminized approach to brand decision-making, that is by adopting Rudd and Lennon's (2000) description of feminine behaviours such as changing appearance and behaviour to fit in with the social group?

Prior to exploring these questions on the young male personal and social development it is necessary to analyze the literature around key socialization agents such as family, in particular mothers and peers.

2.3.1 Family as Agents of Socialization

The literature on family indicates that family play an important role in their children's development of consumer knowledge (Sabin-Wilson 2008), as they (family) act as role models for consumer behaviour (Cheliotis 2010; Marshall 2010; Tinson and Nancarrow 2007). Through the family consumer socialization processes, as we have seen, children learn the skills, knowledge and attitudes required for their successful behaviours and functioning in the market place (Ward 1974; Moschis 1987; Berkowitz and Grych 1998). Historically, literature on the role of parents suggests that the parental role has not simply been to nurture the development of their child within the family setting but has also been to set boundaries. Parents are expected to set, implement and maintain effective boundaries within family and societal contexts. This, it is argued, determines the building blocks which make up the character of the individual (Berkowitz and Grych 1998).

Family socialization is not only recognized as an overt process but a process which occurs through '*subtle interpersonal processes*' (Ward 1974: 3). An analysis of the literature identifies a typology of parental socialization types and interpersonal socialization processes (Table 2.10).

Table 2.10 indicates that different parenting styles have been identified as having different effects on children's socialization processes which impacts on the parent-child purchase relationship. Column four offers potential consequences which can be adopted as identifiers within this study. For example, an exploration can be taken into the directedness of the child's social interactions and reactions. Row one, column four suggests the child might follow the normative influencer, identified as mother, without questioning why he should/should not follow those directives. Row two, column four suggests the child may follow the normative influencer (mother) but may also be affected by the persuasive messages from comparative influencers (peers), and so forth. Questioning the children about family socialization experiences will then identify the characteristics of family dynamics and in turn identify parental socialization types.

Table 2.10 Typology of Parental Socialization Types

Major Contributors from the Literature	Parental Socialization Types	Characteristics	Potential Consequences
Crosby and Grossbart (1984); Neeley and Coffey (2004)	Authoritarian, restrictive	Restrictive, discourage verbal exchanges, expect obedience, parent (mother) makes decision for child	Child follows normative influencer (mother) without question
Baumrind (1999); Gardner (1982);	Authoritative	Balance children's and parent's rights and responsibilities, encouragement of self-expressions, are restrictive but expect children to act maturely, in accordance with family rules	Child follows normative influencer (mother), may also exude expressions based on input from comparative influencers (peers)
Baumrind (1999); Neeley and Coffey (2004)	Indulgent, permissive	Permissive parenting style, may remove environmental constraints, provides child with adults 'rights'. Child's involvement in decision-making is encouraged. Child's views are allowed.	Influence from other socialization agents, for example comparative influencers such as peers, may be more evident during negotiations
Berkowitz and Grych (1998); Donaldson (1978)	Neglecting	Detached, do not encourage the child's autonomous development, give children little attention	Child may be more readily influenced by other comparative socialization agents based on attachment and/or affiliation needs

Source: Developed from Baumrind (1999); Berkowitz and Grych (1998); Crosby and Grossbart (1984); Donaldson (1978); Gardner (1982); Neeley and Coffey (2004).

The socialization of family is inextricably intertwined with that of parents, siblings and associate family members e.g. aunts, uncles, cousins and grandparents. This is identified as the child's social realities (Sabin-Wilson 2008). Here we can see that the individual (such as the child) plays a part in terms of identifying who he (the child) thinks he is, who he (the child) thinks others are, and what role individuals' play within the family setting. The size of the family's network has implications for the number and type of influences the child experiences e.g. from 'third party' members; the degree of family unity in terms of closeness or extended input; the probability of involvement in decision-making through family conferencing; the involvement in 'team' decision making and the degree of wraparound, that is, the degree to which the child is at the centre of the decision. Within these settings children are 'groomed' to develop acceptable behaviour patterns based on the collective norms (Schaffer 1996). Here we can see a degree of inter-generational socialization through adult-initiated processes and cognitive socialization through the child's own degree of maturation and learning (Rogoff 1990; Vygotsky 1978). A number of studies consider the aspect of collective consumption and the degree of bargaining power allocated to each player (Bruyneel et al. 2010; Donni 2007; Lundberg and Pollak 2007). Whilst Donni (2007) and Lundberg and Pollak (2007) tend to focus on groups of individuals involved in joint spending, Bruyneel et al. (2010) identify the restrictiveness of bargaining power or 'weights' of individual group members. Bruyneel et al. (2010) further suggest, through preference experimentation with young female adults (18-25 years of age), that individual rationality is a necessary prerequisite for collective rational behaviour. This factor

raises questions concerning the young male's behaviour when placed in a situation of rational versus emotional choice. Indeed the question of rationality associated with choice is one to be explored within the research design. A further consideration can be explored within the area of family decision-making: that of family communications styles and patterns (Table 2.11).

Table 2.11 Family Communication Styles (FCS) and Patterns (FCP)

Family Communication Styles (FCS)	Family Communication Patterns (FCP)	Impact on Decision-Making	Major Contributors from the Literature
Family unity with key influencers on children's decision making being that of parents	Socio-orientation e.g. parental moral reasoning	Children are seen as key social actors in family decision making	Baxter et al. (2005); Cheliotis (2010); Hsu and Chang (2008); Koerner and Fitzpatrick (2006); Sinclair (2004)
Parents relevant for innovative purchase advice. Siblings involved for less 'high tech' and lower cost purchases	Concept-orientation e.g. parental influence on children's information processing	Children are seen as requiring advice from parents. Children are seen as seeking reassurances for purchase options	Baxter et al. (2005); Cotte and Wood (2004)
Family Types within FCP Dimensions (Schrodt et al. 2008)			
Consensual families	High in both dimensions		
Protective families	High in socio-orientation, low in concept-orientation		
Pluralistic families	High in concept-orientation, low in socio-orientation		
Laissez-faire families	Low in both dimensions		

Source: Developed from Baxter et al. (2005); Cheliotis (2010); Cotte and Wood (2004); Hsu and Chang (2008); Koerner and Fitzpatrick (2006); Sinclair (2004); Schrodt et al. (2008).

Table 2.11 identifies family communications styles (FCS) through a consideration of involvement in, and influence on decision making, indicating that parents are key agents within these two considerations, with siblings becoming involved for 'lower level' purchases. Family communications patterns (FCP) are identified as being based on a socio-orientation, particularly in relation to moral reasoning, for example rational purchasing practice. The concept-orientation considers how children learn to process information on purchases. FCS and FCP impact on decision-making, as identified within column three of table 2.11. Schrodt et al. (2008) explored these concepts in further detail, particularly that of FCP, developing typologies of family types based on exploration of FCP dimensions. These typologies can be used to explore the degree of involvement and influence families, and mothers in particular, have with the child when making sportswear choices through the questioning on consumer behaviour.

Family provides nurturing for physical and psychological developments in the child. From the perspective of a 'system' (Broderick 1993) the family is defined as a composite of the 'whole', that is, individual members and their intrinsic personalities and their relationships with 'others' within the family system. The larger in number the family is the more complex the inter-relational effects are.

This does not yet take into consideration the fact that a 'family' is indeed embedded within a wider social system where other interactions may influence the individual within the family.

As we explore 'family' as a whole we must also consider the sub-systems surrounding the child within the family setting. Each of these can be explored as distinctive 'effects' on behaviour that is, i) parent-child; ii) sibling-child; iii) extended family-child, as identified within the following sections.

i) Parent-child

Constructivists argue that children's self-esteem depends largely on parental approval, that they gain this from developing knowledge around acceptable behaviour. Many contemporary studies on family identify children as key social actors in consumer decision-making (Cheliotis 2010; Cotte and Wood 2004; Hsu and Chang 2008; Sinclair 2004). The quantitative questionnaire conducted by 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 this study 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, for example, 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, mum in particular, in the area of sportswear purchasing are therefore deemed to represent an area warranting further exploration (Hsu and Chang 2008).

Sinclair (2004) recognizes that children's participation in family decision-making is a complex one. That is, it is a process embarked upon to satisfy different aims and which reflects different levels of involvement. It is well noted that family, in particular parents, act as main socializing agents during childhood (Dotson and Hyatt 2000; Ali et al. 2012). Ali et al. (2012) in particular identify mothers as the key agent of family consumer socialization. This suggestion supports the findings of a number of studies on 'parent power' such as Neeley and Coffey's analysis of U.S. '*moms*' (2007) where they explore the 'four-eyed, four-legged consumer', Sharma's (2011) recognition of the different effects of

'maternal' parenting styles and Flouri's (1999) study on the impact of 'maternal' communications styles and relationship to the development of materialism in children. To explore the mother-son dynamic it is necessary to explore the area of children's development. Russell and Saebel (1997) offer us some insights into the mother-son relationship suggesting that this relationship is characterized as one of 'intensity and passion' and of 'necessity'. This suggests the mother-son relationship is based on strong foundations prior to the son's involvement with peers.

ii) Sibling-child

It is widely recognized that siblings, particularly of the same sex, appear to have a stronger influence on each other during the early stages of personal and social development than do external influencing agents (Buddy 2006; Jessen 2007). Buddy (2006) indicates that children are more likely to copy older brothers or sisters, particularly those who smoke or drink. Buddy (2006), in a study on alcohol consumption and smoking, further suggests that siblings play a more powerful influencing role than do parents or friends. Jessen (2007) supports this view by identifying the impact of siblings on weight gain. Here the social nature of the incidence of obesity is suggested to be strongly influenced by those who more effectively resemble the self. These studies suggest that the acceptance of behaviour is spread through the individuals social networks, in this instance within the family environment. This poses interesting questions in terms of where children gain their sportswear brand knowledge, who children shop for sportswear with, and what degree of influence, if any, siblings have on sportswear choices.

iii) Extended family-child

Much of the debate surrounding factors influencing children's purchasing and consumer behaviour focus on areas such as parental interaction, sibling interaction and peer interaction. There appears to be little work published on the overt role of extended family influence on children's consumer behaviour. Insights to observational roles this category plays are identified from the literature on family as a 'whole'. Factors such as the type of vehicle a grandparent may drive are identified by the child (Ji 2002). Cultural specifics such as when a grandparent lives with the family are identified (McNeal and Yeh 1990; McNeal and Zheng 2000). Similarly for aunts, uncles and cousins, there appears to be little evidence within the literature of their impact on children's consumer behaviour. Much of the work in these areas stems from studies on children's psycho-socio development where the extended family is referred to as a 'third party' member, whose input still has to be explored in terms of third party support for the development of children (Berk 2006). Through the exploration of 'who' is associated with the child's socialization processes there will arise the ability to identify any 'third party' input to sportswear choices.

The literature on family socialization identifies family dynamics and makes note of the changes occurring. The exploration of the literature considers the effects of these changes on parent-child

relationships in general, and purchase relationships more specifically. Early research on families leans towards the traditional family unit. However, Hill and Tisdall (1997) noted that traditional family patterns were changing and giving way to a greater level of flexibility but that this flexibility resulted in a less stable social environment for the child. Roedder John (1999) suggests that these changes require looking at socialization within the family at a more '*disaggregate level*' (p.199) where individual relationships are explored, such as mother-son, due to the high level of influence they exert on each other.

2.3.2 Peers as Agents of Socialization

External to the family environment, peer interaction can be described as the effect of extra-familial influencing factors, as in 'horizontal relationships' (Schaffer 1996) equality of social power is in evidence, is egalitarian in nature, and is reciprocal. A number of studies have addressed contemporary areas of consideration such as inter-personal peer influence (Bush et al. 2005; Sahay and Sharma 2010; Salvy et al. 2007b), peer involvement and influence via the school environment (Olweus and Limber 2010) and media inspired word-of-mouth influence via peers (eMarketer 2010) as external factors influencing children's behaviour. For example, marketing in schools is now a regular occurrence. Indeed, some organisations are so involved they offer material which can be incorporated into the curriculum e.g. Ariel and Persil (Kunkel and Wilcox 2001; Molnar 2002). This focus has steadily risen up the social and political agenda for a number of years where concerns have arisen over the amount of advertising taking place within schools (Agar 2001; Barton 2002; ClarkeHooper 2004; Fuller 1995; Gray 1999). Prior to 1985, UK schools were virtually free from any commercial partnership. Involvement with organizations was restricted to work placements and programmes on mentoring. However by the 21st century, promotional expenditure in schools was noted to be over £300m (Which 2003) with much of the income directed towards sponsorship of educational material and incentive schemes and programmes.

Whilst it is useful to gain insights into how sportswear organizations communicate with children through the mediums of school (Clark 2004) and the media (Gentile and Anderson 2006), it is recognized that peers form an integral aspect of early word-of-mouth communication through socialization. Mesch and Talmud (2007) suggest peers act as emotional confidants; sources of information and advice; and act as models for behaviour. O'Brien and Boerman (1988) made note of factors which children use to identify themselves with 'groups' (Figure 2.4). We can see from figure 2.4 (adapted from school grade to age) younger children tend to base peer relationships on the activities they share, whilst young adolescents begin to base peer relationships on appearance. As young adolescents mature to teenage-hood they appear to base peer interactions on attitudes they share once self-identity is more pronounced. This study questions whether young males between eight to eleven years old are more influenced by peers in relation to adopting what the child perceives

peers might consider an acceptable appearance. Waldrop and Halverson (1975) noted that boys' friendships differ from that of girls, that is, boys' relationships are described as *extensive* whilst girls' friendships are described as *intensive*. In other words, the size of male friendship groups is larger and more accepting of incomers than that of females. Lawler and Nixon (2011) also identify girls (12 to 18 years) as being more concerned about their (peer) shape, size and appearance than are boys within the same age category. A key 'group' of consuming peers emerging more recently is that of the 'Tweenager'.

Figure 2.4 Defining 'Groups' of Peers
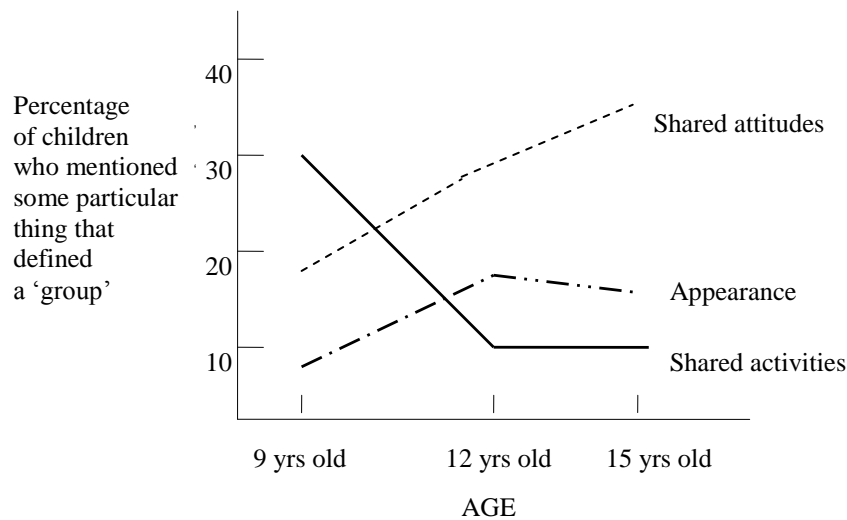
Source: Adapted from O'Brien and Boerman (1998 p.1363).

i) The 'Tweenager' Phenomena

Cook and Kaiser (2004) noted that the first appearance of the tween emerged in the literature in 1987 via Carol Hall's recognition of the emerging 'in-betweener' in purchasing. In the 00s we saw a greater focus for emerging literature on the tweenager (Clark 2003). This group of children are described as being at the early stages of independent purchasing and are a powerful influence on parental purchase choices (Banister and Nejad 2004). They have been described as 'Millennials', 'Generation Yers', those who are 'in-between being a child and being a teenager' (Schor 2004). The tweenager has emerged as a '*significant social actor and consuming force*' within the area of purchasing (Boden, 2006, p.289). Three schools of thought have emerged around this consuming demographic:

a) Children are seen as being forced to grow up too quickly by being given increased exposure to consumer knowledge (via corrupting media forces) and consumer responsibilities (by laissez faire parents) at too early an age (Bissonnette 2007; Schor 2004)

b) It is argued that there is an increased sexualization of (female) tweenagers (Bissonnette 2007; Boden 2006; Brookes and Kelly 2009; Schor 2004)

c) Children are not entirely innocent beings. They also demonstrate demands based on greed, the need for power and show a degree of recklessness previously associated with adult behaviour (Giroux 1998).

The tween phenomenon arose around the purchasing of fashion and clothing as these purchases played a role in the development of self-identity (Bissonnette 2007) and has spread to include purchasing of electronics and other consumer goods (Boden 2006). Children are said to be more involved with and knowledgeable about products and purchasing opportunities than ever before. For example, in the UK, children are exposed to approximately 588 hours of TV advertisements every year. By around nine to eleven years old Linn and Novosat (2008) suggest most children realize the persuasive intent of advertising (Blades et al. 2012) and yet are still persuaded by the advertisements they see (Boyland 2011; Oates 2010) which supports the findings of Cialdini (2001) and Huston and Wright (1994). Young (2009) questions the impact of advertising on the well-being of children, suggesting that there is no clear evidence to suggest the impact is negative. Schor (2004) suggests that within Western industrialized nations marketers and advertisers have developed a conceptualization of the tween which is idealized and contradicts previous understandings of childhood. Idealized and sexualized advertising messages often adopt celebrity adult inspired dressing which represents a 'cool' look which appeals to tweens, especially girls (Bissonnette 2007; Boden 2006; Brookes and Kelly 2009). Table 2.12 identifies literary content on themes emerging within the tween literature between 2007 and 2013.

Table 2.12 is indicative of studies on tweenagers where much of the literature is identified as incorporating 'children' within the study. These studies tend to 'lump' children together with little or no differentiation between boys and girls. Gender focused studies on tweenagers tend to be based mainly on females. It is also evident that a number of these studies confuse tweens with teens, for example Tseng and Lee's paper (2013) on tween/ peer conformity in Taiwan uses an age range of 13-18, missing the younger cohorts identified as part of the tween demographic. Drake-Bridges and Burges (2010) add to the recognition that as a group, younger tweens (under 12 years of age) are still under-represented within the tween literature. This view supports Tinson and Nancarrow (2007) who note that the literature on tweenagers identifies this group as distinctly female and that boys were not yet a tween marketing target group.

As indicated earlier within this chapter, this view is now changing as boys are being identified as a potential market for 'boy-focused' offerings via television, online and social network communications by using themes of adventure, accomplishment, gaming, music and sports (Jayson 2009).

Table 2.12 Summary of the Literature on Tweenagers, 2007-2013

Period	Sector	Conceptual Focus	Method	Respondent identificat-ion: Male/ Female/ Children	Key Authors
2007-2009	Fashion	Expectations, evaluations and satisfaction of brands; Process and friendship networks	Quantitative: survey	Female; Male and female	De Klerk and Tselepis (2007); Kim et al. (2008)
	Consumer Behaviour	Product category decision-making; Family types and decision-making	Mixed methods	Children	Tinson and Nancarrow (2007); Tinson et al. (2008)
	Media and New Media Communicat-ions; Media and the self	Sexualization in advertising; Involvement and response; Self-perception in relation to media content	Content analysis; Quantitative: survey; online survey	Female; Children	Andersen et al. (2007); Brookes and Kelly (2009); Enochsson (2007)
	Social Relationships	Relationships with family, peers, school and media	Qualitative: ethnography, interviews Quantitative: survey	Female; Children	Brookes (2009); Kaare et al. (2007)
2010-2012	Consumer Behaviour	Children and shopping	Mixed methods	Children	Tinson and Nancarrow (2010)
	Fashion; Fashion Media; Media Communicat-ions	Apparel needs and preferences; Post-feminist fashion imagery; Perceived gender roles	Qualitative: focus groups and media video diaries Qualitative: interviews	Female	Brock et al. (2010); Chan and Ng (2012); Kerrane et al. (2012);
	Social Communicat-ions and Social Influences	Impact of tastes and preferences of others on individual preferences; Peer influence on self-esteem based on 'type' (modern versus conservative types)	Quantitative: survey	Female	Drake-Bridges and Burges (2010); Kerrane et al. (2012); Souiden and M'Saad (2011)
2013…	Food	Food marketing: impact on child obesity	Qualitative: focus groups and interviews	Children; Male	Atik and Etrekin (2013)
	Online Communicat-ions; Commerical Media	Tweens concepts of online privacy Commercial media in children's everyday lives	Mixed methods Quantitative: survey Qualitative: interviews	Female and Male	Davis and James (2013); Griffiths (2013)
	Online Technology	Tweens information practices via smart devices	Mixed methods Quantitative: survey Qualitative: focus groups	Children; Male and Female	Abiala and Hernwall (2013); Anderson (2013); Kafai and Fields (2013); Lepisto (2013); Singer (2013)
	Social Influence	Peer conformity	Quantitative: survey	Young people	Tseng and Lee (2013)

Source: Developed from key authors within column 6.

Additionally, girls are regarded as more irresponsible consumers than boys, and are also seen as more vulnerable and impressionable targets for marketing and advertising as they (girls) suffer more readily from '*physical, emotional and social deficits directly related to consumerism*' (Hill 2011, p.347). Cook and Kaiser (2004, pg.204) further identify the key focus of tween literature being '*applied specifically to girls*', based on '*anxieties about female sexual behaviour*', '*girls' consumer desires*' and the fact that tween girls represented 'a better niche market than tween boys due to their demands for consumer '*stuff*'!

These readings have identified a need to examine the male tweenager in more detail through an exploration of similarities and differences between tweenage males and females.

ii) The Male 'Tweenager'

Little appears to be definitively identified about the male tweenager. Much early literature on the young male tends to focus on personal and social development (Donaldson 1978; Miller 1989), male group behaviour (Maccoby 2002) and peer interaction (Prinstein and Dodge 2008; Rubin et al. 2011). Young males are often included within studies on children for example children's social identities (Boden 2006) and endangered childhoods (Barber 2007; Hill 2011). Many of these studies still tend to have greater numbers of females participating in the research than males, for example Boden (2006) adopts adult to child interviews with two young boys and six young girls within her study on popular culture and children's social identities.

What has been identified within the literature on personal and social development is that boys tend to behave differently from girls before and during adolescence. For example, boy groups, as previously stated by Maccoby (2002), tend to be based on competition and dominance. At around seven/eight years boy groups demonstrate a higher degree of ordering, challenging, refuting and resisting the attempt by others to control the individual.

Piaget (1972), Harris (2000) and Youniss et al. (1994) believe peers also contribute to the development of young people's behaviours. Indeed some argue that peer influence has a greater impact than the influence of adults, due to the increased amount of time children spend with peers as they grow (Benson et al. 1997; Fabes et al. 2003). This is described as the 'two social worlds of childhood' where children are firstly involved with adult social transactions and then involved with peer social transactions. It is argued that each of these social systems influences behaviour in different ways. An analysis of the study by Kahler (1971) on the social worlds of childhood leads to the development of potential emerging typologies used to identify types of personalities, characteristic strengths, individual motives and anticipated behaviours. It should be recognized that these states may not necessarily be 'fixed' (Allsop 2007) that is, children may move between these

states depending on the given circumstance, personal state or environmental setting at the time of interaction.

From an analysis of the literature it can be seen that both mothers and peers act as influencers on children's consumer behaviour. It is also recognized that little is yet definitively explored within the young male tween segment of the market place. These factors drive this study in relation to exploring the young male tweenager and his reactive typologies through the encouragement and explanation of reactions to each social agent.

2.3.3 Effect of Socialization Agents on Children's Behaviour

Extant literature on child behaviour suggests that an important factor in reacting is that of arousal (Revelle et al. 1987; Berlyne and Lewis 1963; Pliner and Loewen 2002; Zuckerman 1979). It is a challenge to identify what factors stimulate arousal and indeed it is regarded as essential to explore how strong the arousal stimulus needs to be before consumer reaction is triggered. Alderson's (1957) functionalist approach suggests consumers are consciously driven to overcoming problems by satisfying goals. The studies of Bagozzi and Dholakia (1999), Bandura (1989) and Cantor (1994) support this view by providing insights into paradigms based on structural relations within different goal levels. Huffman et al. (cited in Ratneshwar et al. 2005) supports the view that there is a lack of insight into the phenomena of higher and lower goal types, or emotional drivers behind the setting of goals. These constructs are then considered for use in order to explore the following:

a) Whether children do or do not consciously determine higher or lower order goals in terms of brand preference.
b) Whether children's brand preference is determined by their consumer values and/or values based on the views of perceived important others.

Means-end chain models have been adopted by a number of studies in the past to identify the association of brand preference and consumer values (Chiu 2005; Pieters et al. 1995; Zeithaml 1988). This approach lacks insight to situational interactions and the impact they have on responses to a given situation. Social identity theory is identified by Kleine et al. (1993) as a focus of goal orientations related to self-concept and self-image theory. Much of this work suggests conscious relationships between choice and self-image expectations. For example, the work of Yoo (2009) considers peer influence on the appearance management behaviours of college students (13 to 18 years). Yoo (2009) concludes from a US survey that whilst females are more concerned with achieving the look they (females) deem important to fitting into societies ideals, male ideals tend to focus on individual 'masculinity' rather than a collective social identity 'look'. The work of Malar et

al. (2011) and Rhee and Johnson (2011) conclude differently. For example, the latter US survey of 140 14 to 18 year olds suggests that young males choose brands linked to an ideal social self.

As children are at an early stage of personal and social self-development this gives rise to the consideration of social identity as an emotional driving force behind the motivation to follow one socialization agent over another. Questions also arise concerning children's judgement processes and which might be at play when children attempt to adapt to changing situations or environments. Whilst some studies have considered whether children developed conscious expectations based on their evaluations of brands (Fishbein and Ajzen 1975) little has been found on children's evaluations of socialization agents influencing brand choices. Bagozzi and Dholakia (1999) identify four components featuring within emotions: physiological changes, cognitive appraisals, subjective feelings and behavioural reactions. Basic emotions stem from the individual's personality and feelings of well-being or otherwise. These emotions are a cognitive reaction to physiological changes in the child's environment. However, basic emotional responses provide only surface-level information on reactions to external stimuli. This understanding offers scant evidence of the subjective relationship between emotions and corresponding behaviours or indeed to the goal directed behaviour which Bagozzi and Dholakia (1999) suggest is driven by emotions. Summarizing these studies helps to identify a motivational function in the form of emotions observed when individuals pursue the satisfaction of goals:

a) Selective motives

Here we can explore the purposes behind the consumers' decision, identifying whether the decision is based on an intrinsic emotional reaction to normative versus comparative influencers.

b) Resources

Here we can explore what resources the child has at his disposal.

c) Opportunities

Here we can explore the child's opportunity to make a purchase decision.

How the child learns consumption behaviour and how they are conditioned to act is an interesting area for potential future development. In this instance it is deemed pertinent to at least identify the role of parental guidance as the young consumer grows. This aspect identifies attachment needs of the child and can be evaluated by their response to social agents. As we have seen parents are the primary control elements in a young developing child's life (Bee and Boyd. 2007). Parents are responsible for laying the basic ground rules and training of behaviour traditionally referred to as the process known as *discipline.* In general children's nature leads them to do things they wish to do often regardless of parental wishes, they ask for items they perhaps cannot have, they refuse to obey parental requests or demands. Control can therefore be difficult and relies on a number of

rudimentary points. Kurdek and Fine (1994) through their study on family control and the development of children's psychosocial competencies (Figure 2.5) considers these points as including aspects of the following:

i.   Consistency of rules (children tend to be more competent and sure of themselves)

ii.   Parental expectation (higher expectations of behaviour tend to result in better outcomes e.g. higher self-esteem, more altruism towards others, low aggression level)

iii. Punishment (appropriate repercussions can produce rapid behavioural changes)

iv.   Observation (children learn from watching others)

v.   Communication (teaching through discussion how to become rational shoppers)

Figure 2.5 Control/Esteem Evaluations
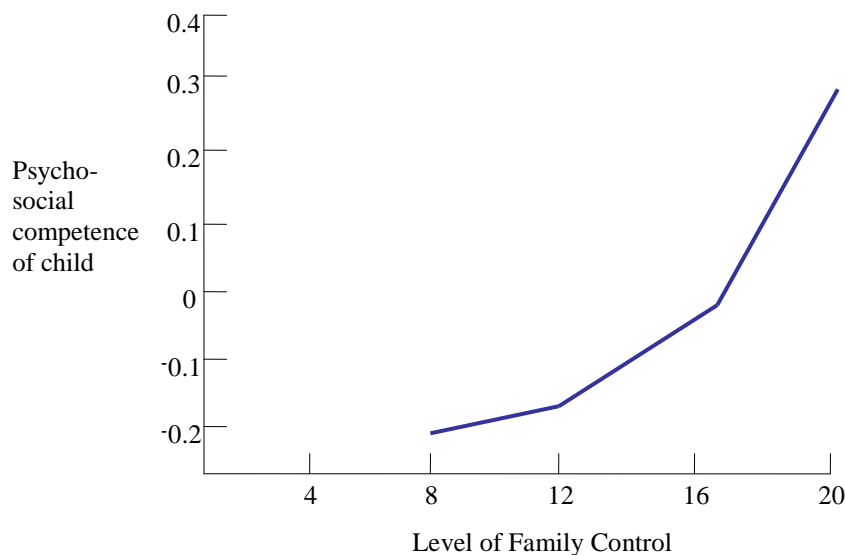
Source: Kurdek and Fine (1994, p.1153).

Figure 2.5 indicates that the higher the degree of family control the greater the psychological competence of the child. Much depends on what Baumrind (1999) describes as the amount of control determined by parents through family communication patterns as previously identified in this chapter. From this understanding we can then assume the form of reaction the child demonstrates towards each social agent indicates the degree of psychological competence of the child.

2.3.4 An Addendum to Agents of Socialization

Marketing, mass media and advertising are often criticized for the way in which they target children in the marketplace (Blades et al. 2012; Oates 2010; Oates and Newman 2010). A number of authors also recognize the growing trend in targeting children via the digital forum (Calvert 2008; Montgomery and Chester 2012; Montgomery et al. 2012). Whilst these constructs are not the focus

for this study it is pertinent to recognize that these agents of socialization are playing a direct and indirect part in communicating with children through companies' integrated marketing communications strategies.

i)   Integrated Marketing Communications with Children.

Generally the literature agrees that family and friends act as more powerful influencing agents in children's lives than does that of mass media and advertising (Nicholls and Cullen 2004). A number of contemporary studies (eight cross-sectional studies) investigated the degree of effect food promotion had on children's diets. In particular Buijzen et al. (2008) and Norton et al (2000) evaluated children's exposure to food advertising and food intake/outcomes finding that consumption was more clearly associated with parental food provision and less so with taste, advertising exposure and peer behaviour.

This has an impact on the amount and quality of not only television programming but also of associated advertising. Families therefore can create the conditions for children's advertising viewing; hence each child is learning and interpreting acceptable advertised behaviour and brand messages. This tends to be the case up to eleven years of age when children tend to spend more time on video games than on watching television (Gentile 2005). Children may also be subject to advertisements associated with video games, which is an area perhaps not so closely monitored by parents. Today almost all UK homes have one or more TV sets, with children between the ages of seven to twelve years watching an average of three hours of programming and associated advertising per day (Gunter and McAleer 1990; Landhuis et al. 2007). Huston and Wright (1994) record that boys watch more television than do girls and Shaffer and Kidd (2007) ask whether the time spent watching television damages children's cognitive, social and emotional development.

Views differ on the effect of television and other electronic behaviour e.g. video games, on children. Objectors suggest television stifles creativity, reading proficiency, community and social involvement and can increase the degree of aggression in the child (Corteen and Williams 1986; Eron 1982; Harrison and Williams 1986; Huesmann et al. 1984). Other studies suggest controlled television viewing shows no significant cognitive deficiencies (Huston and Wright 1994; Liebert and Sparfkin 1988). Regardless of the view, in terms of media involvement it might be argued that the 'good' or 'harm' of television depends on what children watch and their ability to understand and interpret what they see or are being told by media messages. This has implications for the child's television and advertising literacy and how this literacy is used to transfer messages via word-of-mouth communications. The 'desensitising hypothesis' (Drahman and Thomas 1974) can be considered when questioning the eight to eleven year old male's emotional reactions to sportswear communications.

The differences of opinion identified within this chapter provide further support for an exploration into how much more effective persuasiveness might be when the advertising communications message stems from a familiar word-of-mouth source. In order to fully evaluate the impact of communication via socialization agents, it is first necessary to identify the young male consumer and consider aspects of the young male's developmental self including traits, cognitive abilities, socialization processes and social environments. We might also ask with whom the power of socialization rests.

ii) Effects of Socialization Agents on Word-of-Mouth Communications

Two categories for evaluation of the effect of socialization agents on word-of-mouth communications are:

a) Family and Parents

From the literature on family we can describe its structure as 'organic' where individuals move in and out at different stages of the family life cycle. During this 'movement' of beings, communications ebb and flow as information is passed, considered, disseminated and perhaps even used. This ebb and flow in communications patterns are considered by Caruana and Vassallo (2003) to be pivotal to the child consumer socialization process. The method of family communication is regarded to be of greater significance and has greater impact on socialization than does the frequency or quantity of interaction (Moschis and Mitchell 1986). Geuens et al. (2003) support this view and add that these family communications practices are instrumental in the degree of influence that children exercise on the family decision-making process, in the present and in the future. Indeed the work of Brownell (2011) suggests that as the child develops there is an ontogeny of joint action from the reciprocal playing of social games with parents to a point where children become deliberate and autonomous engagers with family and peers. Expanding on the parent-child relationships, the survey of Yang and Laroche (2009) with 14-18 year olds explores parental responsiveness and how this affects these children's susceptibility to peer influence, concluding that positive responsiveness in the form of fostering self-esteem reduces the degree of peer influence.

Contemporary families are seen to have more money to spend on commercial engagement and fewer children on whom to spend. The Social Issues Research Centre (SIRC 2000) has undertaken a number of dyadic studies addressing childhood within the family setting. These studies indicate that families use consumption to paper over the ills of social life and as an expression of the love, emotional involvement and value they place on their children e.g. by purchasing and sharing toys, holidays and gifts. These changes in family life indicate that children are traversing a somewhat fragmented and often uncertain course towards adulthood as they (children) negotiate the manipulation of social relationships with the adoption of pester power, that is, children's ability to

continuously influence their parents (Ekstrom 2010). Within the ecology of family life children are now seen as individuals with individual rights who are permitted to express their consumption preferences and demands based on self and/or social anxieties or perceived disadvantage. Cotte and Wood (2004) argue that it does not help that family life and indeed family rituals are often based around consumption, supporting the earlier views of Carlson and Grossbart (1988) and Childers and Rao (1992). Many studies argue that children are sometimes regarded as the new media focus for advertisers who bypass parents in order to inform children of the benefits of choosing brand A over brand B (Blades et al. 2012; Gunter and Oates 2005; Montgomery e al 2012). Indeed marketers are identified as directing their strategies more often toward children in the market place (BMRB TGI 2009). This it is argued further increases 'pester power'. A 'one-way' flow is identified here, that is the influence, information, pestering stems from the child to impact parental decision-making. Can it be that parents, mums in particular, are as guilty as marketers and advertisers in encouraging this development of child consumerism?   Traditionally the home was considered a place of safety and protection but Cross (2002) suggests that there is a decline in parental responsibility in terms of protecting children from the consumer market place. Parents and indeed adult family members are then seen as being complicit in the commercial socialization and construction of children's consumer behaviour. This analysis suggests few studies appear to consider the impact parents, especially mums, have on children's behaviour and how the mother-child relationship, in the form of *mum persuasion power*, affects the child's responses to the brand preferences of others.

As we have seen, the effects of parental consumer socialization on children are well documented in terms of the intergenerational transmission of values and attitudes, in addition to purchasing habits. Again it can be argued that these studies tend to treat the child as an 'empty vessel' passively taking on board the messages given and modelling behaviours observed and adopting identified behaviours accordingly. Many of these studies appear to suggest that it is the child's perception of the parent that influences the child's behaviour. This does not appear to take into account the additional influencing factors at play within the child as an individual and his evolving environment.

It is pertinent to note the study of Cotte and Wood (2004), as here the role model effect and impact of sibling influences are considered. Whilst the study focuses on adult siblings rather than child siblings there is an indication that inter-generational and intra-generational consumer behaviour can have an impact on children's behaviour.   Further work is therefore required on factors such as the characteristics of the family and, more importantly for this study, on the emotionality of the individual.

b) Peers

Valkenburg and Cantor (2001) suggest the opinions of peers begin to play an increasingly important role when children are between the ages of eight and twelve years. This age and stage is identified as

one of '*conformity and fastidiousness*' (p.67). A number of more recent studies have adopted the research premise of word-of-mouth (WoM) as a new focus in child and adolescent research (Okazaki 2009; Lachance et al. 2003; Luchter 2007) where social networks are identified as an accelerant for brand communications, brand influence and materialism related to self-esteem (Chan 2013). Indeed Okazaki (2009) makes note of how adolescents (13-18 years) in particular seek this social interaction consciously or sometimes sub-consciously in order to feel 'connected' to the social network. Additionally, the work by Linn (2004), Daimler and Nuddkenabonotz (2002), Goldstein (1999) and Standbrook (2002) support the view that peers increase the pressure put on children and hence shape the individual's desire for particular brands and subsequent demands placed on parents. Some studies have evaluated the effectiveness of peer model influence (Birch 1980; Harris 1995; Hendy 2002), where key emerging themes indicated that girls were more effectively persuaded to act after peer involvement than were boys. Many of these studies focused on peer involvement and food consumption (Salvy et al. 2007a; Salvy et al. 2007b) and peer involvement and TV advertising's effectiveness (Brand 2007; Livingstone 2005). Many focus on adolescence as an important demographic for investigation. Few studies were found which explore the emotional or psychological dimensions of younger audiences (Lashbrook 2000) in congruence with socialization agents. The emotional construct of 'fitting in' is recognised by some (Lashbrook 2000; Scheff 1990; Salvy et al. 2007b; Stoneman and Brody 1993) in relation to adolescence above the age of thirteen years only; therefore it is suggested that this is an area which needs to be explored with younger children, particularly young males of eight to eleven years of age. How important is peer relationship at this early stage of personal and social development and indeed consumer development?

Whilst the emotional component has been identified in Chapter One and further within this Chapter, it is important to consider this construct in relation to peer pressure and acceptance needs. Do young males feel they are taunted, picked upon, left out or lonely if they do not wear the 'correct' or 'in' brand? Scheff's (1990) model on micro-sociology illustrates the powerful need humans have for belongingness and indicates that when human bonds are threatened individuals experience an emotional response which Scheff describes as shame. Studies on the emotional dimensions of peer pressure by Retzinger (1995) and Scheff (1990) tend to focus on the lexical viewpoint within speech by adopting a model of words or expressions arising in discussions e.g. statements of feeling such as 'not belonging', feeling foolish, feeling hurt or inadequate and so forth. This can be somewhat limiting when undertaking this type of research with younger children and these issues will be addressed within Chapter 3. The effect of peer pressure on children's behaviour is covered more widely perhaps within the areas of children and food consumption (deCastro 1994; Herman et al. 2003; Salvy et al. 2007a; Salvy et al 2007b; Sigelman 1991) and in-school interactions, particularly in relation to behavioural changes such as those associated with appearance management (Dohnt and Tiggemann 2006; Yoo 2009) and appearance training (Jones 2004). Within the studies on food consumption and obesity it can be seen that, in general, children (of normal weight) ate more when

with others than they did when alone and that the actions of others directed behaviour. In terms of appearance management Jones (2004) suggests that children look towards their peers for acceptance and so adopt appearances that can result in unhealthy appearance management, for example 'Lolitas' who dress inappropriately for weather conditions, and 'Goths' who pierce numerous areas of their bodies sometimes resulting in infections. It is suggested that it is appearance conversations and any criticisms from friends which 'train' peers by calling attention to that which is acceptable or not within the peer group. Each of these studies adopts a social context paradigm with older adolescents and college students each of which lack insights into the individual characteristics, reactionary behaviours and motives of younger children. Whilst it is recognised peer pressure has a powerful influence on children as they grow and develop (Berndt 1979) it is also recognized that parental influence and socialization does not disappear altogether (Kandel and Andrews 1987; Stacy et al. 1992; Warr and Stafford. 1991) as illustrated in table 2.13.

It is pertinent to explore the impact mum has on tweenage boys' consumer socialization as this indicates how mums influence their sons' consumer development and brand choices. The identification of the potential result contributes to the body of knowledge regarding the tweenage male's type of reaction to different socialization agents. Each of the identified factors facilitates the development of a conceptual framework for the evaluation of key influencing factors (Table 2.13).

Table 2.13 Summary of Influencing Factors on Conceptual Typologies

Typology Influencer	Positive reactions	Autonomous	Questioning	Negative reactions
Family	Attachment to family is high, follows family directives	Is open to family reasons behind behaviour, proposes own views	Actively seeks information from family members	Does not wish to follow family directives
Peers	Relatedness needs/ peer acceptance is high, follows peer directives	Evaluates peer opinion, considers implications for behaviour	Actively seeks information from peers in order to follow	Antagonistic towards being directed by others, rationalizes individuality
School	Shows passive acceptance of messages received via this channel	Evaluates messages received within this forum, develops own opinion	Requires constant reassurances and direction, active accepter of messages	Does not believe everything they are told, questions authority
Media/Advertising	Family and/or peers act as positive filters for marketing communications	Evaluates and rationalizes media/advertising messages	Children are critical of media/advertising messages	Children are sceptical of media/advertising messages
Potential Result	Conflict arises in individual as they wish to please/follow 'all'	Chooses who (if anyone) to follow through rational decision-making	High self-esteem needs at play in relation to high attachment needs	Individualist. Independent thinker. Questions information in relation to self-expression

Source: Author (2013).

Table 2.13 brings together key areas from the literature for consideration when identifying evaluative constructs and their impact on the child's reactions. An attempt can be made to identify which influencing factors exhibit the least and the strongest effects on young male's decision-making. Mother and peers are extrapolated from this analysis as key drivers for the collection of data on involvement, attachment, relatedness and influence through an evaluation of discussions and reactions.

Table 2.14 identifies research paradigms adopted in evaluating influencing factors and illustrates potential characteristic responses.

Table 2.14 Characteristics of Responses to Influencing Factors

Influencing Factors	Characteristics of Response

Interpersonal Connectivity (Dholakia et al. 2004)
   i)   to family/parents
   ii)   to peers
	i. I listen to my parents/friends opinions on sportswear brands.
	ii. I take consider the information parents/friends give on sportswear brands
	iii. I wear the same brands as my siblings/friends

Self-identification with sportswear brands (Original)	i. I like to wear brand XYZ …….. ii. I feel good when I wear brand AYZ….. iii. I feel superior/strong/better than others when I wear brand XYZ………
Affective brand loyalty (Verhoef et al. 2002)	i. I only wear the XYZ brand ii. I feel emotionally attached to brand XYZ….. iii. I don't want to wear other brands
Attitude towards brands (Okasaki et al. 2007)	i. My preferred brand is the best ii. It's better as it's more expensive, better quality iii. It's better because my parents, friends say so iv. My friends wear better brands
Willingness to try/wear other brands (Original)	i. I would try/wear other brands my parents bought ii. I would try/wear other brands my friends suggest iii. I would not try/wear other brands (negative)

Source: Developed from Dholakia et al. (2004); Okasaki et al. (2007); Verhoef et al. (2002).

Sector specific considerations are added (grey scale) to table 2.13 in order to focus the identification of potential characteristic responses within the constructs of self-identification with sportswear brands and willingness to try/wear other brands.

A critical analysis of the evolution of sportswear from a sports associated purchase to a fashion garment is developed within the section on the branding of sportswear, where consideration of the literature based on emotional versus rational communications messages are explored. The tools utilized for this exploration are explained within the chapter on methodology.

2.3.5 Socialization Power: With Whom Does Power Rest?

An analysis of the extant literature around children's consumer socialization has provided insights into influence and power. We have seen that children exert varying degrees of influence on family decision-making and that this influence varies (Flurry and Burns 2005) depending on product or brand, the decision stage of the child and family (in particular, of the mother), characteristics and parenting styles and communications patterns. These considerations lead to the development of a conceptual framework which identifies a theorem on the potential degree of active versus passive social power during socialization (Figure 2.6). Figure 2.6 is useful in identifying children's preference intensity and decision history and assists an understanding of children's influencing power within the family. The conceptual framework distinguishes between a number of pertinent factors, that of influence derived from active power and that derived from passive power. These constructs, based on the work on children's influence on decision making (Flurry and Burns 2005) appear to be compatible with direct and indirect influences.

Figure 2.6 Conceptual Framework of Mother versus Peer Influence on Decision-Making
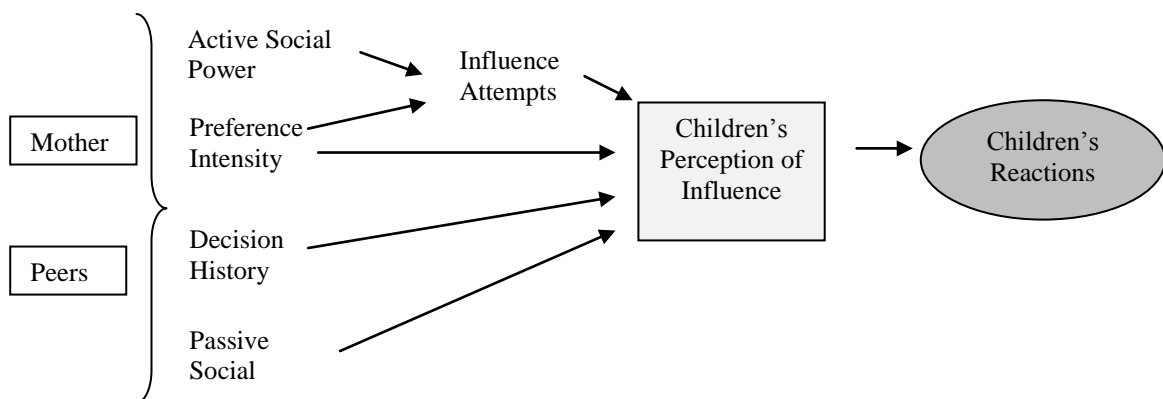
Source: Adapted from Flurry and Burns (2005, p.593).

Flurry and Burns (2005) indicate that these power bases are used in one of two ways – passively (through their mere presence) or actively (intentional). The direction of this understanding is based on the perceived degree of power the child gives to the mother and to peers. Flurry and Burns (2005) define the decision history as the individual's perception of their previous interactions with exchanges. Preference intensity relates to the child's motivational construct, reflecting the extent to which the child wishes a particular outcome. This has implications for the child's response to the directives of socialization agents: for example, is the child likely to comply with normative influencers (mother) or to react against normative influencers in order to comply with comparative influencers (peers). In other words how intense will the responding behaviour be to each socialization agent based on the child's perceived importance of each.

These considerations can be explored further in relation to the branding of sportswear. A review of the extant literature on sportswear communications strategies identified the direct and indirect approaches taken to communicating with their markets.

2.4 THE BRANDING OF SPORTSWEAR

The literature on brand choice suggests that choice is based on the perceived value consumers bestow relative to that bestowed on alternative, competitor brands (DeChernatony and McDonald 1992). Rao et al. (2004) and DeChernatony et al. (2011) agree that companies invest heavily in this intangible asset and utilize the measurement of brand values as a reliable measurement of brand success. Branding is identified as a promise by DeChernatony (2006) who suggests consumer understanding of the brand is internalized through an innate understanding of benefits and sacrifices. According to DeChernatony (2006) this innate understanding drives preferences, and ultimately behaviour, through judgements made in the mind of the consumer. This relativistic view offers means-end chain insights into extrinsic consumer relationships with brands, that is, an external 'something' is required to achieve a purpose, supporting earlier findings in this area by Holbrook and Gardiner (1998). These studies suggest that consumer value is personal and comparative. Questions arise around what Holbrook (1999) describes as active versus reactive values where an insight into mental or physical involvement can be explored and responses to entities or objects can be evaluated. Here the attempt is to identify the perception of the self through identification of Alreck and Settle's functional/utilitarian rationale behind brand preferences (Alreck and Settle 1999), and the 'other' oriented framework through the loss of self-identity, as children aim to become what DeChernatony (2006) describes as 'we' centric rather than 'me' centric. This view is supported by Funk and James (2006) who identify that allegiance to sports clubs is based on attachment which is mediated by the relationship between '*allegiance and vicarious achievement, nostalgia, star player, escape, success, and peer group acceptance*' (p.189).

The 'we' centric concept is further identified through studies on 'fandom'. This concept of 'fandom' focuses on the view that consumption is based on a social, networked, collaborative process as identified by Harrington et al. (2011) who describe 'fandom' as a term used to refer to a sub-cultural group composed of 'fans' characterized by camaraderie with others who share a common interest. This 'we' centric consideration is explored further within the literature on 'Tweenagers' (eight to twelve year olds), a market constructed in the 1980s, where 'tribal affinity' groups (Harrington et al. 2011) based on age, gender, and so forth adopt interactive consumer communications and behaviour in product category preference areas (Drake-Bridges and Burgess 2010).

Marketing and media organizations aim to learn as much as possible about social groups and how these groups interact and influence each other in the marketplace (Turow 2006), in order to target

members of those groups. Sportswear organizations adopt a multiplicity of integrated marketing communications strategies when communicating their brands to their target markets (Table 2.15).

Table 2.15 Integrated Marketing Communications (IMC) Strategies

IMC Strategy/ies	Construct	Paradigm	Key Author/ss	Research Method
Traditional media e.g. advertising	TV – impact on pester power, materialism, alcoholism and obesity	Socio-cultural	Anderson et al. (2009); Calvert (2008); de Bruijan (2013); Gordon et al. (2010); Hellman et al. (2010); Jones and Magee (2011); Maniu and Zaharie (2012); Nash and Basini (2012); Oates et al. (2003)	Positivist: Longitudinal surveys, European wide survey, content analysis Interpretivist: Reviews of key literature, focus group discussions
New media e.g. online, social network sites	Stealth marketing, embedded product placement, advergaming	Social and behavioural ecology	Alvy and Calvert (2008); Calvert (2008); Collins et al. (2010); Lee et al. (2009); Mack (2004); Martin and Smith (2008)	Positivist: Observations, analysis of population statistics, convergence/ divergent interviewing, engagement with target population
Sponsorship	Attachment to and participation in sports, sporting events/teams	Social cognitive	Denham (2009); Bandura (2002)	Positivist: Survey, observations
Reference group appeals	Family interactions, Fandom, 'tweenage' behaviour, celebrity endorsement	Social psychology	Coffey et al. (2005); Harrington et al. (2011); Tinson and Nancarrow (2007)	Positivist: Self-completion questionnaires Interpretive: Review of key literature, self-narratives, depth-interviews, ethnographic 'mum-u-mentaries

Source: Developed from Key Authors, Column 4

A number of the paradigms within table 2.14 have been explored using content analysis: for example, programme content (key product identification/advertising during children's television programming), message content (unhealthy eating, smoking, drinking of alcohol), content analysis of online marketing practices (stealth marketing, increasing involvement in advergaming). These studies summarize attention grabbing techniques and involvement strategies adopted by organizations when attempting to gain and maintain children's attention to the product or brand, such as that used to increase the level of involvement influence and exploitation of social relationships (Martin and Smith 2008) in order to maximize effectiveness of the communications process. From an evaluation of traditional media Nielsen (2009) indicates that 14% of the UK population trust brand advertisements whilst 78% trust the recommendations from others. A new challenge to the traditional brand model of self-identity and respect from others is therefore that of social currency (Pfeiffer 2010). Here Pfeiffer identifies the concept of actively seeking information on brands via social networks. This work tends to focus on interactions taking place in online forums. Nevertheless the same perceived

value of information source and affiliation needs can still be related to the child's understanding of, and relationship with brands, for example, Nike attempts to increase involvement with, and loyalty to, the brand through messages of performance based on information value that is word-of-mouth knowledge. Cheliotis (2010) suggests that word-of-mouth communication is regarded as the number one driver of brand buying behaviour. In exploring brands in conversation Cheliotis (2010) notes that it is women who are talking about the brand and women are motivated by quality and reliability in the brand. This has implications for the persuasiveness of mothers as key role leaders in children's choices and for the direction of their (children's) motivation to comply with normative influencers. Cheliotis (2010) also reports that the younger generation (pre-teens) are motivated more by fashion 'look' and design, as identified in the section on sportswear communications strategies: emotionality versus rationality. This has implications for an analysis of the source of information regarding sportswear brand communication, where the assumption might be that mothers are key disseminators of brand information within the sportswear sector for young males. It suggests that mothers are motivated by functional and utilitarian values whilst their young sons are motivated by more hedonic values such as fitting in with peers (appearance management/learning) or fashion.

These studies offer insights into young consumers' behaviours and associations with brands (Chan 2006a; Chaplin and Lowrey 2010; Harradine and Ross 2007; Ross and Harradine 2010; Sahay & Sharma 2010). Ross & Harradine (2004) identify through a range of research approaches (Chapter 3) that brand recognition begins at an early stage of consumer development. Their further work also suggests that the brand relationship with self-esteem construal manifests itself around the age of eight to nine years of age (Ross and Harradine 2010). This is supported by the work of Chaplin and John (2007) who ascertain that children's self-esteem construal associated with brand understanding develops between the ages of seven and eight. In addition, Chaplin and Lowrey (2010) through a multiple approach to methodology (social role choice from list, sentence completion, reliance on memory), further indicate that the association of brands with recognized social roles is conceptualized as the child's 'consumption constellation' noting that the strength of symbolism and memory associated with brands is greater as the child progresses from childhood to adolescence. Chaplin & Lowrey (2010) also make note of the fact that 'constellations' reduce in size as the children age to a point where fewer brands become acceptable. Each of these studies acknowledge the integral part brands play in contemporary childhood, how easily children recognize and can name brand symbols, and how much money is spent on brands. However Nairn (2010) notes that children are less cognisant of brands associated with clothing than they are with brands associated with food. Indeed Dibley and Baker (2001) note that young females (between eleven and twelve years of age) associate personal values such as fun, enjoyment, friendship and belonging with snack brands.

The objectives of this study stem from an evaluation of these earlier frameworks which give rise to a number of questions and considerations such as where young males of eight to eleven years of age

gain their knowledge of brands; how they develop relationships, via socialization agents, with brands; and whether young males of eight to eleven years of age are concerned with brands as an association with self-esteem construals within their social environments. These constructs will provide insights into 'social' value perceptions associated with brand choices.

2.4.1 Sportswear Communications Strategies: Emotionality versus Rationality

A key theoretical construct emerging from the literature to date is that of young male's emotional responses to socialization agents. It is also pertinent to explore how the sportswear industry develops their advertising messages in terms of incorporating emotional versus rational symbolism and analyse how this feeds through the to the child in a direct and indirect way, for example via word-of-mouth from socialization agents.

Over the years advertising messages for clothing appear to have moved from a somewhat rational approach: for example, Nike's durability and performance factors to a more emotional approach such as the development of personal esteem messages, for example 'Be the best you can be'. This emotional approach attempts to take the consumer from not just buying a brand but to developing an emotional attachment, that is: loving the brand. Top sportswear manufacturers such as Nike and Adidas, two key players within the sector, tend to adopt this emotional approach in terms of suggesting superiority of performance, for example adopting the celebrity appeal of David Beckham as an individualistic, achievement appeal. Group attachment and acceptance appeals are also adopted. For example, the England football team identify group interaction hence a feeling of safety and attachment is suggested. In other words these advertisements are offering young boys a reason for buying into the brand related to emotional motives, attachment motives and expectancy motives. This approach is adopted in a number of areas of advertising to children as recognised by Page and Brewster (2007) who suggest the most prominent emotional and rational appeals are adopted in food product advertising aimed at children (Table 2.16).

Table 2.16 Emotional versus Rational Appeals in Advertising Food Products to Children

Rational	Emotional
Fruit appeal/association Health benefits Nutritious statements	Fun Happiness Play Fantasy Imagination Social enhancement Peer acceptance Being perceived to be 'cool'

Source: Developed from Page and Brewster (2007).

Page and Brewster (2007) indicated that whilst some rational factors were recognised within food advertisements aimed at children, these factors were rarely, or minimally, adopted within the advertising messages for food products. Indeed Jones et al. (2010) identify the most prominent emotional appeals evident in advertisements aimed at children contained emotional context relating to fun/happiness/play, fantasy/imagination, social enhancement/peer acceptance and coolness/hipness. Only one third of the statements used focused on the health and nutritional factors associated with the food product suggesting that marketers did not consider these rational factors to be salient, important or indeed recognised as an appropriate selling point for the youth market. Using this understanding of emotionality versus rationality in advertising a conceptual table is suggested for consideration of sportswear communications messages (Table 2.17).

Table 2.17 Conceptual Appeals in Advertising Sportswear Products to Children

Rational	Emotional
Functionality Improves performance Comfort Appropriateness of design Protection from the elements	Trendy/Fashionable Normative behaviour: Family norms Comparative behaviour: Friends/Peers wear/recommend brand Social status perceptions of brand are positive Social superiority is associated with the brand Individual superiority Individuality

Source: Adapted from Table 2.16.

Interestingly there is a new argument offered, supporting the adoption of a more rational approach to the development of advertising messages. Penn and Zalesne (2009) argue that an individual's rational trait is more powerful than their purely emotional traits; however, the work of Penn and Zalesne focuses on young adults rather than adolescence. Insights into the traits of younger tweenage males are seen to be grounded within the emotional range (Roedder John 1999). Jones and Crawford (2005) suggest that young boys' appearance management issues centre around masculinity and emphasize the young male's need for social superiority during this age and stage. Advocates of the adoption of emotional appeals in advertising (deChernatony and McDonald 1992; Springer 2007) argue that this form of appeal connects with the target's visceral or instinctive level, that emotional appeals speak to consumers via an intrinsic form of language and understanding.

Emotional message development is strong in a sector which sees growing expenditure in sportswear advertising. Advertising expenditure in the overall clothing sector of the UK indicates that in 2010 the sportswear sector invested £10,385 (£000) compared with £18,491 (£000) for women's fashion and £8,711 (£000) for men's fashion (Neilsen Media Research 2009). Neilsen (2009) and Mintel Reports (2010) indicate the majority of children who watch sport do so on television sets. Not only

does this have implications for sponsorship but also for associated advertising before, during and after programming. Indeed, leading sportswear manufacturers and retailers often direct their major campaigns to coincide with major events, adopting a cyclical pattern of advertising. This is then followed by a lesser focus on advertising in the following year. For example, minimal spending is evident after events such as the Olympics, major football tournaments such as the World Cup, and so forth. This particular study was undertaken with individuals of 16 years and over with more males than females watching such programmes. The study therefore does not confirm the numbers of children, in particular young boys between eight to eleven years, who may also be viewing sports programmes on television.

In January 2008, Keynote (2008b) published a study examining television viewing and 'live' attendance at sporting activities in relation to the potential market for sports sponsorship activities. It was noted that adult key sport viewing took place for the Olympics (68.4%), World Cup Football (67%), the Commonwealth Games (any sport) (61.2%) and FA Cup Football (59.1%). However whilst live attendance was particularly high for FA Cup Football (11.4%), lower attendance figures were identified for each of the above (1.0%, 3.3% and 1.1% respectively).

Many sports are televised and watched by the UK public (e.g. terrestrial TV (e.g. BBC), dedicated sports channels (e.g. Sky), radio (e.g. 5 Live), pubs (resulting in the growth of Sports Pubs) and clubs. We have also seen the increase in dedicated sports magazines such as Match and Total Football, Golf Monthly and Yachting World. This identifies the number of marketing communications activities that are undertaken by sportswear manufacturers and retailers. Sports communications strategies interestingly do not focus greatly on the mainstream media approach of advertising. Indeed advertising per se appears to be relatively low-key for this sector. Alternatively sponsorship appears to hold a greater level of importance within the sportswear and sports equipment industry sector. Nevertheless Anderson et al. (2001) suggest that it is TV viewing which has the greater impact on the behaviour of young and adolescent children. KeyNote (2008b) identifies an increased annual spend on sponsorship between 2006 and 2007 of 6%, associations between brand and celebrity, event and team endorsement, increased use of specialized media relationship through television programming and magazines, and increased use of trade fairs and exhibitions. The sector can therefore be seen to adopt a number of communications activities. The effectiveness of these strategies is a focus for much current research with children. An analysis of industry practice and evaluation of communications strategies is further appraised through the evaluation of children's sportswear buying behaviour.

2.4.2 Sportswear Buying Behaviour

The international annual TGI survey (Target Group Index) of the BMRB Access (British Market Research Bureau 2011) indicates that over 36% of adults buy sportswear (excluding swimwear) with

the demographic leaning towards younger males within the higher social grades. Of those who are purchasing sportswear, the study indicates that 26% of respondents do not take part in sporting activities with 35% stating the purchase of sportswear was used as a 'fashionable' addition to their leisurewear. Interestingly the internet now accounts for over 16% of purchases in the 16-19 age group, 17% in the 20-24 years age group and 21% in the 25-34 age group. Few insights of purchases within the sector are provided for under 15 year olds however a study by Mintel (2006) noted that the 0-9 years and 10-14 years demographics were actually in decline, that is as a target population reductions of 3.3% and 9.6% respectively are recorded/expected between 2001-2011.

Sportswear is a major player in global brand sales and is forecasted to account for 4.1% of consumer goods market compared to 2.7% for apparel and footwear, 2.3% for packaged food, 3.0% for beauty and personal care products and 2.1% for consumer electronics (Euromonitor 2013). The Euromonitor Report (2013) into global market trends and future growth anticipates global growth of sportswear to be in the region of 5.8% with a 2.2% growth expected in the United States, a slump of -0.4% across the Eurozone and emerging and developing countries accounting for 12.2% overall growth. Younger consumers (15-19 year olds) are identified as favouring international designer, fashion conscious outlets offering 'smart casual wear' rather than dedicated sports lines KeyNote (2008b).

2.4.3 Summarizing Children as Sportswear Consumers

Preceding the 1950s children were regarded as gender specific 'girls' and 'boys'. Once these children reached puberty they were referred to as 'youths'. Finally by the time youths reached the heady age of 18 years they were referred to as 'adults'. The 1950s then saw the term 'teenager' emerge into general language and use. The 1950s also saw a range of important influences appearing which influenced 'teenage' behaviour. Increasing media involvement with film, television, radio, magazines and the burgeoning 'rock music scene' helped to create the 'teenager' phenomena. This impacted on the flurry of consumer goods, previously unavailable during and immediately after wartime rationing, entering the market place which were readily purchased during the consumer boom of the 1950s. Teen clothes, specifically designed with this group in mind, were manufactured, marketed and purchased by this growing group of independent teenagers (www.fashion-era.com 2009). During the mid-1950s the choice of clothing was still determined by parents for children between the ages of seven to fifteen years. Interestingly TGI Great Britain Youth research findings (BMRB 2007) identified that in 2007 98.1% of seven to ten year old boys still shopped for clothes with parents, 2.5% also shopped with friends, 11.9% with siblings and 10.6% with others (for example grandparents, aunts). The British population at this time were described as being community orientated with religious activities and holidays still playing a powerful role in weekend and holiday activities and hence influencing dress codes. Clothes might follow the fashion trend of the time but girls would still be expected to wear their 'Sunday best' and boys would be expected to dress in their

'Sunday best bib and tucker' (suits). As identified, during the 00s we saw the emergence of 'tweenagers' (Clark 2003) who are at the early stages of independent purchasing and developing influences on parental purchase choices (Banister and Nejad 2004). Contemporary children (including 'Tweenagers') tend to receive their own spending money from a number of different sources (Table 2.18).

Table 2.18 Top Five Areas of Spend – 7 – 11 year old Boys versus Girls

Area of Spend			
Boys	**£m**	**Girls**	**£m**
Food	12.8	Food	11.4
Video Games	12.3	Saving	9.7
Saving	10.7	Magazines and comics	7.3
Magazines and comics	6.5	Appearance	6.5
Going out	3.7	Games	3.9

Source: Developed from Mintel (2012).

It can be seen from table 2.18 that boys tend to spend more on food, video games and saving whilst girls spend more on food, saving and appearance. Indeed little spending from males is yet identified for appearance or clothing. Sales' of children's wear has grown between 2002 and 2007 from £4.60bn to £5.59bn (Mintel 2008) with the Youth TGI report (BMRB 2007) noting that parents appear to be the main purchasers of children's clothes but that this changes as the child reaches late childhood, early adolescence. This however appears to be more pertinent for girls than for boys.

The gaps in knowledge identified from the literature pertaining to the young male consumer lead to the development of the following section which reflects on the extant literature relevant to the three key themes emerging as the basis for this study and offers a conceptualization of the research problem.

2.5 TOWARDS A CONCEPTUALIZATION OF THE RESEARCH PROBLEM

This chapter has considered the literature from both the child's social and psychological situation and has offered insights to, and evaluations of, the literature around children's psychological and sociological development and the impact of social interactions. It can be seen from the theoretical analysis that a number of agents are at play within a child's consumer socialization process and information gathering environments, each of which appears to have influence on stimulating or arousing motivation in the child as supported by Anderson et al. (2006). A high degree of complexity is therefore identified when exploring reactions (Figure 2.7). Figure 2.7 illustrates layers of reaction leading to the consideration of the most appropriate method for exploring complex phenomena.

Figure 2.7 Layers of Reaction

i)
Outer 'Needs' Layer
(surface level reasoning)
- Rational
  considerations
- Functional
  considerations

iii)
Core (Deeper level reactions)
- Deep psychological layer
- Complex, hidden motives
- Inner feelings and reactions

ii)
Inner Layer (link between
surface level reasoning and
deeper level reactions)
- Social acceptance
  considerations
- Instinct related to social
  identity
- Difficult to penetrate socially
  unacceptable feelings

Source: Author (2006).

In order to reach the core (deeper level reaction) the method adopted needs to first identify the outer 'needs' layer of surface level reasoning and explore socialization acceptance considerations. Understandings emerging from the outer layers, i) and ii) can then be linked to an exploration of reactions.

2.5.1 Summation of Key Themes Emerging from the Literature

From an analysis of the extant literature on children as consumers it can be seen that a multiplicity of commercial messages are directed towards children and their families. The commercial sportswear world uses traditional media advertising, social media within an online forum, sponsorship and peer-to-peer marketing to target children. Whilst the commercial world can offer opportunities to children in the form of education, entertainment and cultural and social experiences, there is also concern surrounding the potential harmful impact this commercial force might have on children's emotional and physical health.

An analysis of the literature identifies debate based on the polarization of responses to 'cause-and-effect' concerns surrounding children as target markets and leads to the development of a research approach which considers how the child (intrinsic drive) reacts (extrinsic drive) positively and/or negatively to two significant socialization agents.

From the literature we have seen that socio-constructivists argue that the young male's self-esteem depends largely on parental approval. This study adopts an approach which explores whether eight to

eleven year olds are more likely to follow the dictates of mum or are influenced by peers to comply with their views. We have seen that gaining self-control may be a long and difficult process for young boys. They have to learn moderation and the ability to manage desires and goals. This leads to the exploration of the pressures of possessions, materialism and the directives to follow others as the only routes these young boys will follow in order to express the self.

Whilst many of the studies identified have explored different aspects of commercialization directed towards children, there appear to be few sources of literature focusing on young boys of eight to eleven years of age. Also missing from the literature is an analysis of the socialization experiences and their reactions to socialization agents for this age group (Banister and Booth 2005; Gainesville 1999; O'Sullivan 2007) which can be explored through:

i. An exploration of the children's comments based on reasoning (rational and/or functional statements.

ii. A discussion of children's interactions and involvement with socialization agents.

iii. An exploration of reactions to a socialization situation.

These considerations lead to a reflection on, and exploration of, social power within a social setting.

i) Summarizing Social Power

A conceptual matrix is developed to help explore with whom 'social power' rests (Figure 2.8). The matrix indicates how this study explores children's active versus passive power in congruence with direct and indirect influencers. Power bases can then be identified not of the child-towards-the-parent but of the parent- and peer-towards-the-child constructs. The conceptual parent-child, peer-child consumption matrix of condenses the literature in association with Bartholomew's attachment model.

Figure 2.8 Conceptual Parent-Child; Peer-Child Consumption Matrix
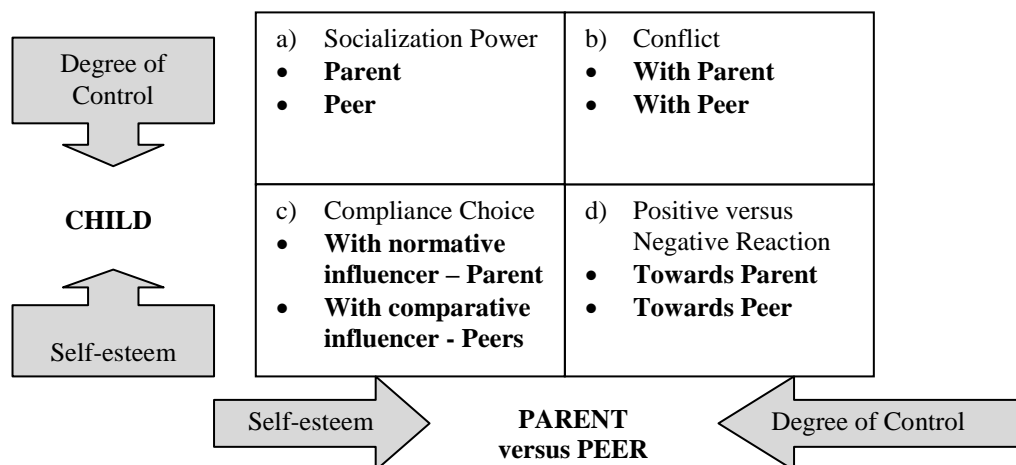
Source: Adapted from Nicholls and Cullen (2004, p.81).

Figure 2.8 has been adapted (grey scale and bold text) to assist with identifying the dynamics of desire for control and the child's self-realization when faced with a situation for example a shopping situation, a decision-making situation or a choice of action situation. In this instance consideration of the child's choice decision is added and can be explored through analysis of the four sectors.

Sector 1 acknowledges the direction of attachment the child demonstrates towards the parent or the peer group. Here the degree of power each group projects can be explored. Sector 2 identifies the parent's and peer group's attempts to direct the decision choice. Here we can identify the strategies adopted by the children to gain control of persuasive or coercive intent. Sector 3 relates specifically to the scenario and the emotional response/s the scenario draws out from the child. Sector 4 acknowledges the direction of the child's attachment, their self-esteem levels in opposition to parent power versus peer power and identifies the degree of positive versus negative response to each. Control factors can also be identified in relation to the child taking control over the situation and leads to the conceptualization within section 2.5.2.

2.5.2 Conceptualization

It has been identified that a number of agents are at play within a child's consumer socialization process and information gathering environments, each of which are argued to have an influence on stimulating or arousing action in the child. Developmental arguments have addressed issues such as nurture versus nature (or nativism versus empiricism) as explanations for the development of a child's character and the way in which children respond to particular external influences. What we can then assume is that there is a great deal of reliance on the interaction of each. Using the Peterson et al. (1988) model (Figure 2.9) this study takes the factors which influence the development of anti-social behaviour and applies it to consumer demands.

The Peterson et al. (1988) model (Figure 2.9) is adapted to consider key considerations of parental input and involvement with the child, the child's own traits and peer influences. Consideration of the way in which the child might deal with an emotional situation is added through the addition of the 'flight' of 'fight' constructs and the wider literature indicates that these principles can be applied to the demographic of this study. Each individual differs in their reactions to the environment for example Anderson and Meyer (2002) indicated that pre-adolescent girls (eight years old) tend to choose clothing brands which conform most closely to peer group choices.

Figure 2.9 Internal and External Factors which may Influence the Development of the Child Consumer
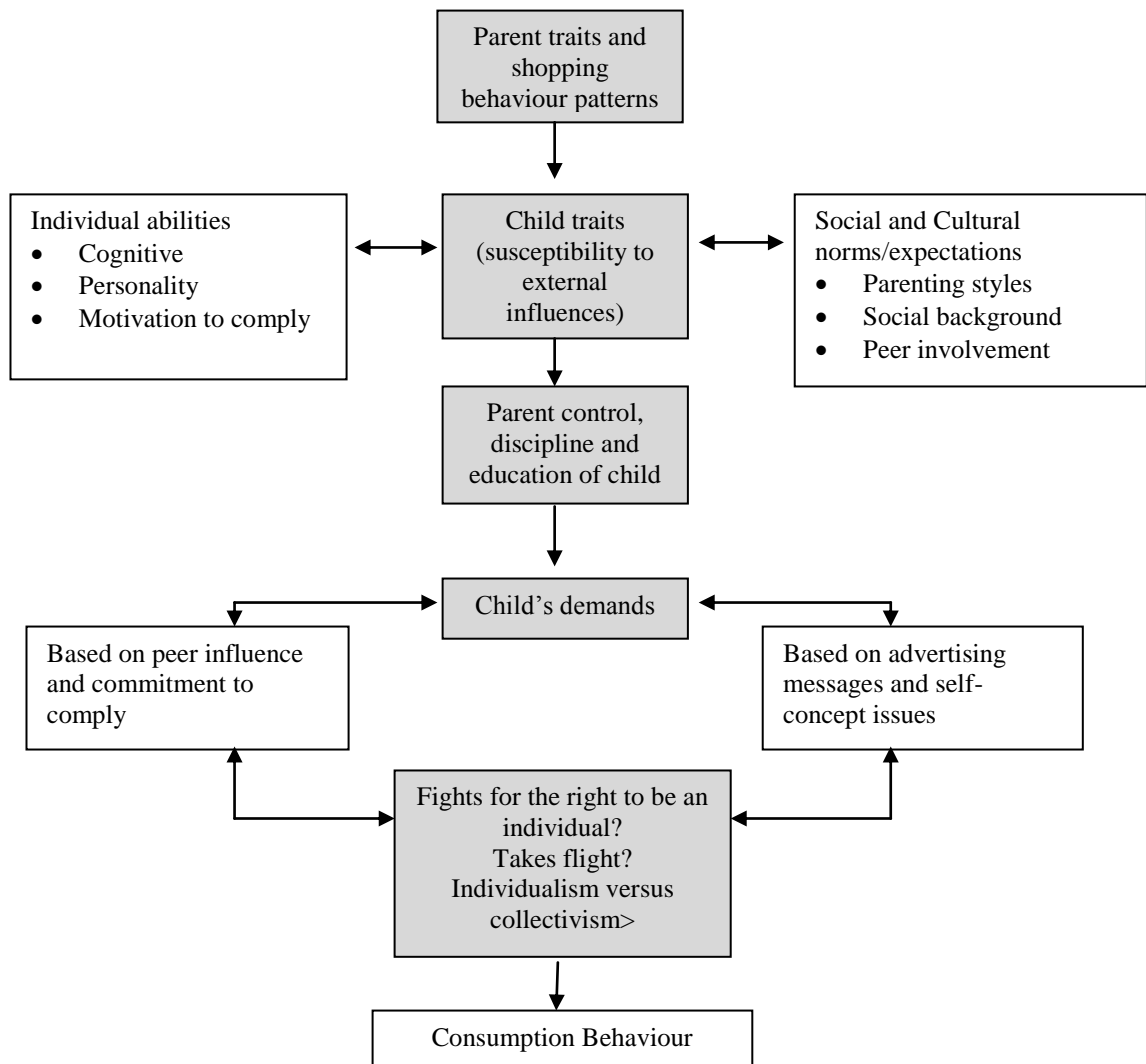
Source: Adapted from Peterson et al. (1988, p.117-133).

Applied to this study we might then expect different reactions to mum and peers depending on the characteristics of the child. This study suggests that rather than a one-way influencing process taking place during socialization, there is a two-way interaction and interplay between the child and his environment. The framework is considered in terms of the functions of interplay within the child's culture, social status/level, family structure, communication and levels of control. By utilizing the theories of attachment, the development of the self and self-identity, an understanding of gender behaviour, norms and expectations can be explored. Each child, as we have seen from studies on appearance management and family interactions, instinctively and/or consciously, reacts to situations within his social environment. This study will identify that reaction in terms of degree of positivity or negativity and the direction of the reaction towards the mother and towards the peer reference group. The conceptual frameworks developed throughout this chapter can now be combined to identify key constructs for exploration (Figure 2. 10).

Figure 2.10 Conceptual Constructs for Exploration

INPUT   PROCESS:

INFORMATION SOURCE   SOCIALIZATION AGENT   REACTIONS
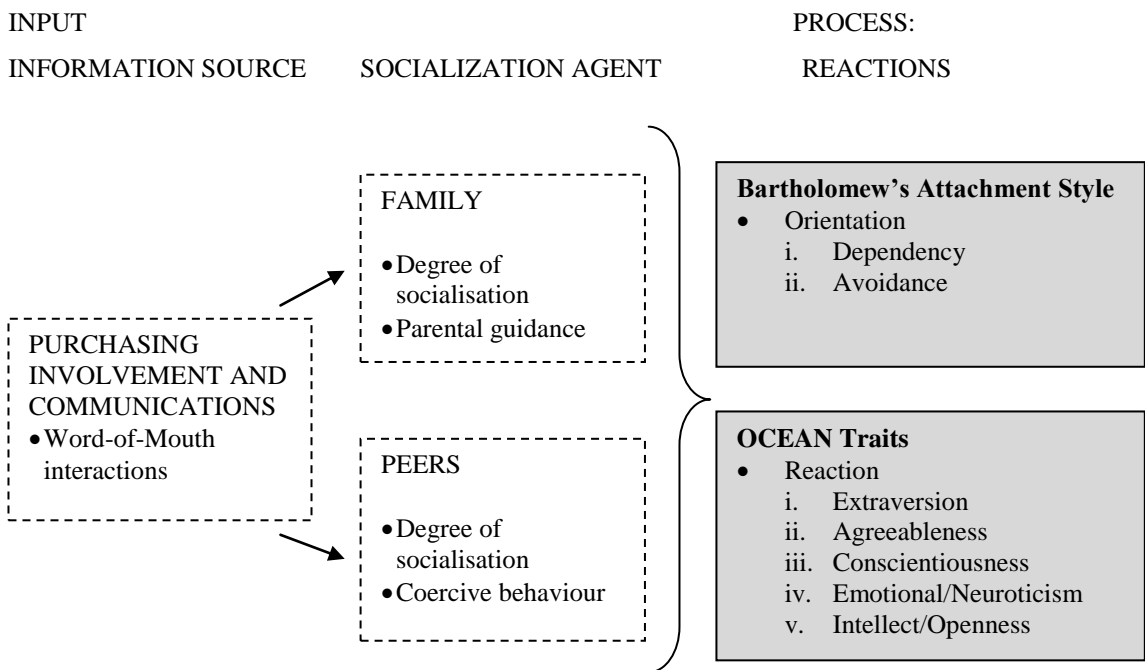
Source: Author (2013).

From an analysis of the extant literature a key research question (RQ) emerges which considers whether these young males are indeed helpless victims within a commercial world or whether they are autonomous players who are aware of the 'game' and capable of making independent 'savvy' consumer decisions:

RQ: How do young males of eight to eleven years of age react to socialization agent influence?

Chapter Three now offers an evaluation of methodologies for undertaking research with children. The evaluation is supported by studies identified within chapter two offering rich insights into the effectiveness for purpose in methodologies previously adopted.

CHAPTER THREE

RESEARCH PHILOSOPHY AND METHODOLOGICAL DESIGN

3.1 INTRODUCTION

The reactions of young males during consumer socialization with mum vis-à-vis peers when making sportswear choice decisions, has been overlooked in previous studies. Chapter Two identified a contrast in the two schools of thought for this unexplored group, firstly those based on the peer pressure-comparative-model and secondly those based on the normative-behaviour with parent model. The consideration of these models offered an exploration of the concepts of consumer socialization and children as consumers. The identification of an incomplete understanding of children's reactions to socialization agents was underlined. These considerations led naturally to the adoption of an interpretive approach to data collection and analysis.

A major difficulty in research with children is establishing a method within which the respondents can confidently express their thoughts, ideas and reactions. Within this study the validity of using the spoken word only was recognized as limiting, therefore this investigation added another 'layer' to data collection (Punch 2002) in order to allow children to display their reactions. This other 'layer' allowed the children to express themselves (Griffith 2013) through drawings in a manner not possible using the spoken word alone and to produce visual representations of their lives. This allows the researcher to gain insights to emotions, attitudes, conflicts and modes of attachment (Griffith 2013, p.7).

In this chapter the two stage research design used to explore the gaps identified within the literature is explained. The explanation offers a rationale for the methods used to examine the socialization experiences of children with their families and with peers within the area of sportswear choice decisions. Stage one adopts a friendship group discussion approach, where sportswear buying behaviour, communications, influencers and responses to influencers are explored. Whilst the friendship group approach is not generally recommended for research with adults due to its potential for bias (Krueger 1994), support for the use of the 'friendship' group approach to research with children (Alderson and Morrow 2004; Hill 2011) is offered. The second stage adopts a projective approach where 'emotional' reactions to a situational scenario are encouraged, identified and interpreted. Whilst quantitative data might be used to identify the number of times a response occurs, it does not offer insights into reactions nor an explanation of why a specific reaction occurs. This led to the decision to use a two stage qualitative approach for the exploration of reaction in this study. Young males were included in this study in order to capture their consumer experience arising from '*their*' stories, narratives and drawings surrounding '*their*' purchase behaviour and '*their*' reactions to socialization pressures. Tweenagers are a demographic identified as under-represented within Chapter Two. Chapter Two also identified a number of age definitions for 'tweenagers' from as young as six

years of age (Drake-Bridges and Burges 2010), to as old as eighteen years of age (Tseng and Lee 2013). This study centres on the age group of eight to eleven years as this is the general age range of primary school children within the Scottish education system of primary six and seven. After this age and stage children move to secondary school where their learning environment changes and the child is expected to develop conscious decision-making skills about himself, where he is going and what he wishes to do with his life (www.scotland.gov.uk/Topics/Eduction). The nature of interpretation stemming from the friendship group discussions with the children is detailed at the methodological level. In addition, the utilization of the research tools, the nature of the resultant data and the techniques used for the analysis of data are further identified. Cresswell (2013) suggests that paradigm choice should reflect the nature of the problem and the audience the research is directed towards. This is an important consideration as it suggests that methodological development lies within the underpinning paradigm which encompasses certain assumptions about the nature of children's reality, the inquiry and the type of knowledge generated. The interpretive approach is therefore detailed in this chapter to contextualize the methodological approach adopted.

Exploration of the literature identified the lack of a consumer perspective in relation to children's reactions to socialization agents within a consumer dimension. An analysis of the extant literature showed that many studies have adopted a positivistic stance relating to a 'cause and effect' reflection of children's socialization, as illustrated within Chapter Two, table 2.2. This analysis suggests the child's 'voice', their experiences and the meaning associated within social interactions, has been missing from the earlier literature on children as consumers. More recently the emergence of interpretive approaches to research with children has also been identified within Chapter Two, indicating an expansion of studies exploring the child's 'voice' through the development of more consumer, and indeed child centric, approaches to research. This chapter begins by addressing the researcher's philosophical position through a critique of the philosophical foundations underpinning the strategic approach adopted for this study. A critical analysis of potential data collection techniques and processes of analysis is then offered as a supportive rationale and justification for the methods used. Limitations of the research design and the ethical considerations of undertaking research with children conclude this chapter, providing a link between the analysis of the literature and previous methodologies adopted leading to the strategic design chosen for this study.

3.2 RESEARCH PHILOSOPHY AND DESIGN

Prior to specifying the research design and methodological approach adopted for this study, this section offers a discussion of the philosophy underpinning the research. Social scientists call attention to the importance of culture and context in research by developing an understanding of phenomena relating to their subject via implicit or explicit assumptions about the nature of the social world. A key condition relates to the way in which these constructs are investigated. Within the overall context in which the researcher works, this study follows the recommendations of Carson et

al. (2001) where the essential consideration of the ontology, or 'reality', being investigated is recognized; the epistemological relationship between that 'reality' and the individual researcher is considered; and the method adopted to explore that 'reality' is identified.

There is considerable debate within the academic literature surrounding philosophical positions, their contrasting terminologies and distinctions of differences of opinion on the most appropriate position to adopt. These distinctions have been described by Carson et al. (2001) as a continuum ranging from the positivist/scientific to the interpretivist/relativist philosophies. Initially a pilot study was developed (Appendix 18) which adopted the philosophical choice of deductive enquiry. The deductive enquiry sought positivistic evidence of the children's lived experiences. However a number of limitations were identified with this method and can be found within a critique of the pilot study experience in Appendix 18. A further review of philosophy led to the adoption of an inductive enquiry which offered clearer, more specific paradigms for consideration when exploring experience and reaction (Easterby-Smith et al. 2008; Liamputtong and Ezzy 2006; Thorne 2000). Figure 3.1 identifies the interpretivist variants adopted for this study.

Figure 3.1 Adoption of a Subjective, Interpretive Approach
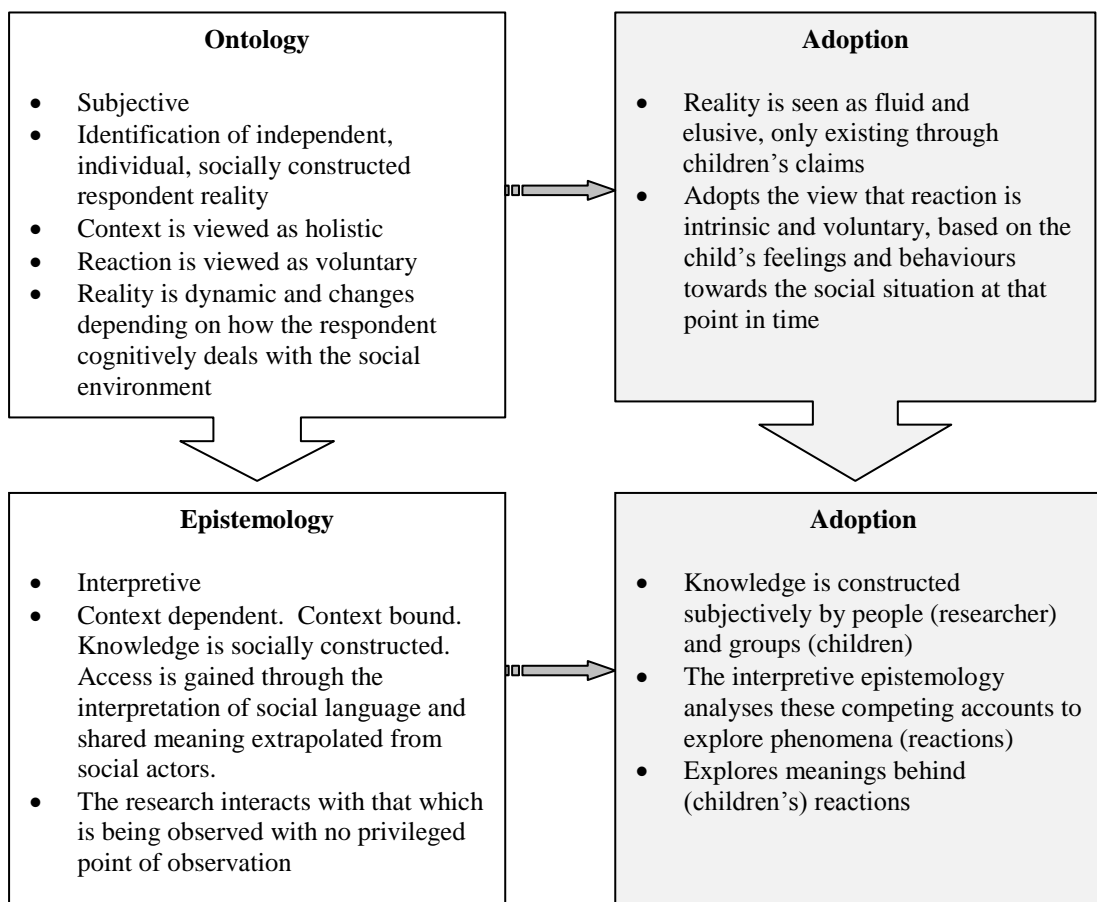
Source: Developed from Bruner and Haste 2010; Coolican (2009); Easterby-Smith et al. (2008); Miles and Huberman (1994); Sobh and Perry (2006).

The deductive or theory-testing approach requires an underpinning of knowledge which is used for testing hence a positivist stance would be more appropriate. The epistemology would be based on the quest for *objective* knowledge. However, this study adopts a quest for *subjective* knowledge through the inductive, theory-building approach as it is underpinned by a *subjectivist ontology*, and develops an understanding of how and why reactions occur (exploring meaning). Farquhar et al. (2008 p.425) supports the adoption of a qualitative approach within an exploratory study as it leads to the identification of themes and can inform *'strategic decision making'*.

i) Ontology

This study interprets phenomena, an important factor according to Silverman (2011) who recognises that it is also important to cultivate an understanding of meanings attributed to a specific phenomenon. By adopting a qualitative exploration of social reality this study identifies reality as being mutually constructed between the children and their 'real' world. This stance explores reactions, permitting interpretation of the phenomenon of the *inner self* in relation to driving decisions. This information is then used to evaluate the direction of attachment (Bartholomew and Horowitz 1991) and explore the meaning behind the form of reaction taking place.

ii) Epistemology

a) Generation of knowledge

In this study knowledge derived from interpretivism in that writing about individual respondents and their experiences takes place and in doing so highlights the unique elements of the individual phenomenon. Bruner and Haste (2010) support this approach by recognizing that researchers can only understand the '*child's*' social world by obtaining first-hand knowledge which entails the analysis of subjective accounts (inside-out approach). In order to understand mum-child versus peer-child purchase involvement and the degree of influence each exert on the child, it was necessary to access children's knowledge and experiences surrounding the socialization process. It is the children who are the experts and who have first-hand knowledge of their relationships and therefore their narratives and projective responses remain the focus of this study. It can then be identified that the epistemology of an interpretive approach is particularistic in nature, that is it is context bound and is based on context-dependent knowledge. In this instance, data collected is accrued at a particular time and in a particular place, each of which are more fully explained within the section on undertaking research with children.

b) Examination of causality

Silverman (2011) supports the view that interpretivism permits multiple realities to emerge based on each individual's different perceptions of their world. This is an important framework to consider as we can identify within the context of the individual's world those behaviours and events which influence the meaning of occurring phenomena. Ozanne and Hudson (1989) describe this as viewing reality as a whole (relates back to ontology) and that the occurring phenomenon cannot be separated

from its natural setting, or explored independently of other occurrences. This study supports the views of Carson et al. (2001) who suggest that interpretivism avoids the rigidities of positivism as interpretivism moves away from explaining causal relationships through the adoption of a more personal process to conceptualizing reality.

c) Researcher association and relationship

The interpretivist approach adopted within this study recognizes the importance of researcher association, involvement and relationship. As a 'human instrument' Sherry (1991) identifies the importance of the researcher developing as an instrument within future interpretive inquiry and suggests that within interpretivism we should not simply rely upon 'techniques'. In this study the researcher serves as an instrument which observes, selects, coordinates and interprets the data. During data collection the researcher attempts to 'extract' the reality of the socialization processes the children experience and explores what these socialization relationships mean to the respondents. It is recognized that a number of factors impact on the way the researcher structures 'understanding'. Consideration of the approach adopted and the experiential knowledge of the researcher helps to extrapolate all aspects of the phenomenon under study. Respondents are paramount for this undertaking in order to allow the researcher to develop knowledge from the individual respondent's point of view. This is achieved by interacting with the literature, and with respondents, leading to the emergence of knowledge and understanding of respondents' personal, social and consumer experiences. This is a necessary requirement as it is the respondents who are the 'experts' and it is their perceptions the researcher attempts to understand, achieved through researcher-respondent interaction. Recognition is also made of the limitations of adult-to-child interaction within the data collection process and is explored more comprehensively within the section on undertaking research with children. The generated data are then co-composed by the researcher from the discussions (where all parties contribute) and from projected responses. Chapter Four uncovers the child's story in relation to consumer socialization and the emerging phenomenon.

This focal point of this study leads to an understanding of what occurs within a given context and situation by incorporating realities perceived from the 'actors' (children's) perspectives during researcher involvement. Taking account of the context of the phenomena under investigation assists in the contextualization of understanding and the interpretation of data (Carson et al. 2001). From this focal point, patterns and themes emerging from an emic (deriving from respondents), and an etic level (deriving from the researcher through a description of phenomenon) are acknowledged. This appears to suggest that interpretivists are not convinced that an understanding can be totally achieved as reality is constantly changing, however Murray and Ozanne (1991) suggest than an understanding can be achieved from a subjective viewpoint as the world is relativistic. This study therefore contextualizes the points of view of those individuals (children) directly involved with the phenomena (reactions) under investigation. Within this study, understanding the children's narratives and reactions is of paramount importance and so remains the key focus for uncovering an

understanding of mum-child versus peer-child socialization processes leading to a choice decision. This supports the interpretive approach as an appropriate method for gaining first person descriptions (children's 'voice') of the socialization process and for identifying recurring experiential patterns (Ritson et al. 1996). The interpretive approach within this study rejects the notion that consumers can be studied as a tangible entity, for example as we might study the physical world. It proposes that instead, by adopting the interpretivist paradigm the meaning of the phenomena from the respondent's point of view is gained (Ozanne and Hudson 1989). Bruner and Haste (2010) define this as the subjective experience of the social world of the individual. This assumption, in its universally adopted form, suggests that the analyst maintains a high degree of impartiality to the "authentic" properties of the 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 reaction to social agents by offering a distinction between the explanation of 'how' children react and proffers an interpretation of 'meaning' behind children's reactions. In doing so this study provides new data about the unknown.

3.2.1   Exploring Phenomena

Murray and Ozanne (1991) identify interpretive research as an approach which incorporates hermeneutics, literary criticism, naturalistic and humanistic inquiry, semiotics and phenomenology. Each is a distinct way of seeking knowledge through exploration of the 'consumer' perspective. This research studies structures of experience and of reactions that are 'phenomena' (Coolican 2009). This experience stems from the first-person point of view (children's) in relation to the conditions of socialization with mum versus peers in association with relevant conditions of experience. This study explores phenomena from three key perspectives: experiential description (description of the children's experience with mum and with peers as explored within Chapter Two); features of content (relating the children's experience to significant features of context); analysis of experience (reactions illustrate the type and form of experience taking place) which leads to understanding the child's '*behaviour from the researcher's frame of reference*' (Carson et al. 2001 p.7). Giorgi (1997) elaborates on the respondents' subjective experiences which help the researcher discover the 'essence' of underlying perceptions, cognitions and experiences. Supported by Thomson et al. (1989) this study adopts an interpretive epistemology as it explores phenomena in their simplest form by firstly comprehending how individual children interact with socialization agents (descriptive component) and how that experience is internalized to direct reactive behaviour ('meaning' and 'selves'). The focus of this study is based on each respondent's experiences and is therefore individual in nature.

This study sets aside previous theoretical assumptions of 'cause and effect' and begins by seeking responses which provide a true reflection of the form of 'things' as seen by the children themselves. Baker et al. (1992) and Coolican (2009) identify this as 'bracketing' previous literature on a

phenomenon in order to gain an understanding from the consumer perspective. Whilst the child may not be cognitively capable of providing rich descriptions of phenomena during friendship group discussions, it is recognized that the richness in unfolding phenomena can be improved upon through the projective technique process, as will be identified later within this chapter. As this phenomena is interpreted, the relevance of the context and experience is offered through classification, description, interpretation and analysis of structures of experiences (Miles and Huberman 1998).

3.3 THE RESEARCH FOCUS

Research may follow either inductive or deductive reasoning processes (Joseph and Joseph 1989; Miles & Huberman 1994; Tinson 2009). These authors also identify the deductive process as a generalisation which is stated, and where specifics are sought to support the generalisation. Both processes may in fact be involved in the research project. When undertaking research with children, many factors other than the 'scientific method' must be taken into consideration. Whilst Hooper (2004) recognizes the importance of understanding how children think and feel about products in the market place and how experienced market researchers can delve deep to provide an accurate understanding of how children develop as consumers, this study recognizes the impact inductive and deductive processes have on the young individual when deciding which approach to adopt (Table 3.1).

Table 3.1 Inductive and Deductive Processes and the Young Individual

Deductive Process		Inductive Process	
Function	Utilization with Children	Function	Utilization with Children
Begins with theory. 'Top down', etic approach. The researcher progresses from more general information to more specific information. May be narrowed to hypothesis for testing. May be narrowed further to observation.	The more narrow approach leads to generalizations. Initial premise can be incorrect therefore hypothesis cannot be 'proven'.	Moves from specific observations to 'theory' development. 'Bottom up', emic approach. Detects patterns and irregularities. May lead to hypothesis development for further testing at a later date.	Open- ended, exploratory during early stage research. Researcher observes the child's social life then seeks patterns of behaviour. Field research is undertaken within a familiar environment.

Source: Developed from Malhorta and Birks (2000); Miles and Huberman (1994); Proctor (2003).

Social research often involves both inductive and deductive reasoning within the research process. As a philosophical approach to human understanding, it provides the philosophical grounding for interpretivism. As a mode of analysis, it suggests a way of understanding textual data. Within the philosophy underpinning the inductive approach, this study designs a research strategy that flows directly from the research questions and goals of the research mission.

An interpretive philosophy appears to be a highly appropriate approach to use for this study in order to give an account that captures the views of the participants and helps identify how the participants communicate and interact during the socialization process.

3.3.1 Research Aim and Objectives

The aim, objectives and emerging research question (Chapter 1, pp.7-8) are informed by the review of Chapter Two with succinct pathways emerging to provide a foundation for this study. The emergent research question of how young males of eight to eleven years react to the influences of socialization agents addresses a specific gap in knowledge, extracted from the literature, which links to the aim and objectives of this study.

There are two key issues emerging from the debate on positivism versus interpretivism. First is the growing dissatisfaction with the positivistic approach (Marshall 2010; Tinson 2009) in relation to the exploration of phenomena such as intrinsic reactions. Secondly, the need for the research process to be more practitioner orientated (Weber 2004; Gummesson 2005). These concerns are dealt with at a later stage in this chapter when identifying the requirements of the research objectives and determining the research design.

The scarcity of research pertaining to the reactions of young consumers to socialization agents leads to the adoption of an exploratory, theory building approach to data collection. A qualitative, inductive approach produces rich, detailed answers to questions on socialization involvement through the identification of surface-level information (Chapter Four, Figure 4.3) and uncovers the internalized reactions through deeper-level information (Chapter Four, Figure 4.14) rather than testing existing theory or relying on 'surface-level information' alone.

Table 3.2 offers an explanation of where (shaded column) each chapter within this study addresses Proctor's model. This study considers the relevance of 'consumers-in-transition', the representativeness of interpretivism, and the effectiveness of approaches used to explore phenomena. The approach adopted provides an understanding of how consumers live and relate to their environments (Bearden and Etzel 1982; Gregan-Paxton and Roedder-John 1995; Page and Ridgway 2001). In making these decisions it is recognized that epistemology and methodology are intimately related where the former involves the *philosophy* of how we come to know the world and the latter involves the *practice* adopted in gathering that knowledge.

Table 3.2 The Research Process

Identification of need	Problems in society e.g. increased male consumerism; lack of insight to the development of the male consumer
↓	↓
Review of existing literature	Chapter 2
↓	↓
Development of procedures	Chapter 3
↓	↓
Collection and analysis of data	Chapter 4
↓	↓
Formulation of conclusions	Chapter 5
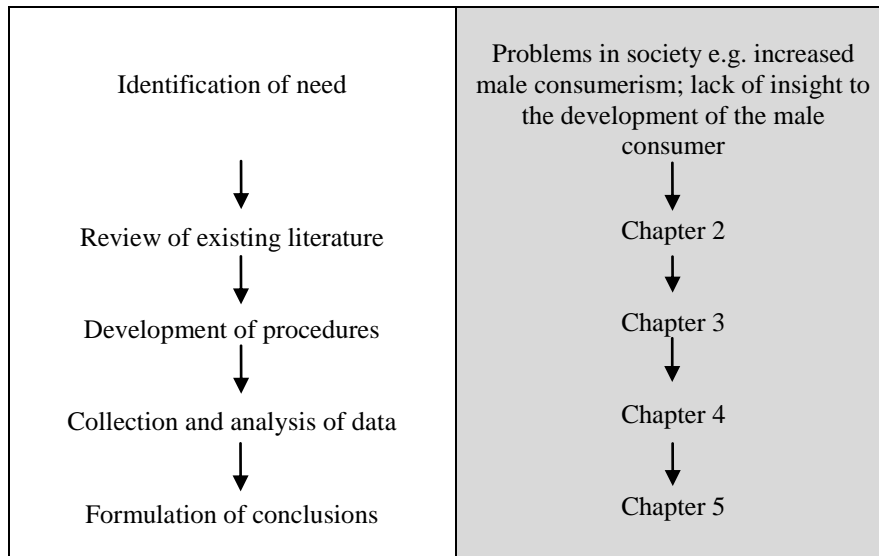
Source: Adapted from Proctor et al. (2003).

An exploration of memory (past consumer experiences) explores children as consumers-in-transition (Lynch and Srull 1982); children's narrative and verbal responses offer ontological insights into the reality of social experiences (Easterby-Smith et al. 2004; Miles and Huberman 1998); and the interpretation of semantic and semiotic communications (Gadamer 1976) provides a philosophical and theoretical underpinning for analysis through symbols of affection, angst or aggression.

Naturalistic and interpretive paradigms provide a greater humanistic interpretation of findings (Easterby-Smith et al. 2008). In this study the researcher becomes part of the process of gathering and recording data on phenomena by engaging with participants in a way which develops a high level of trust between researcher and those being researched. The key aim of this approach was to develop an understanding of 'life experiences' and the respondents' perceptions of those life experiences (Hogg and MacLaran 2008).

3.3.2 The Investigation

In investigating 'what' is happening, contribution is made to 'why' the 'what' happened. For example, early studies of homophily adopted the ethnographic approach to ascertain ties between social members (McPherson et al. 2007). This is a difficult process for adult researchers to undertake with children due to the age and stage differential. Some studies adopted the survey method within schools (Sahay and Sharma 2010) offering a descriptive approach to social interactions. Descriptive research identifies what is happening, for example, at what age do male children begin criticising what others are wearing? In this instance surveys may be sufficient in providing the facts of what is occurring at a particular time. Indeed Sahay and Sharma (2010) suggest a quantitative method would be sufficient for the needs of this type of study in terms of gathering and analysing data on

behaviours. A further number of studies have grouped children together in order to gain quantitative insights into children's relationships with brands (Achereiner and John 2003; Nairn et al. 2008) or to focus on young girls (Dibley and Baker 2001) who are reported to be more interested in shopping than are boys. Further studies with children (Chan 2006b; Harradine and Ross 2007; Ross and Harradine 2004) have adopted mixed method approaches where a qualitative method is used with children, generally through interviews or focus group discussions, and a quantitative, survey is used with parents. However a number of limitations of adopting a quantitative approach for this study have been identified (Appendix 18); in addition to which hypothetical preconceptions cannot be made regarding children's reactions prior to undertaking data collection. Furthermore, the question 'why' is not clearly in evidence within the positivist studies noted, for example '*why*' has this phenomenon occurred?

This study expands on the research cycle developed by Coolican (2009) to identify the research question, identify what variables will be studied, determine who the respondents will be, and determine what analytical process will be appropriate for use. Of particular importance was the consideration of ethical approval (Alderson and Morrow 2004). In this instance ethical approval was sought and gained from the University Research Committee and the Director of Education for the region (Appendix 2).

The key variables within this study led to the adoption of a two stage qualitative approach to data collection where the friendship group discussion is supported by an exploration of the phenomena of reactions, a complex area of analysis, within the field of consumer behaviour. As we have seen in Chapter Two (section 2.2.2) reaction is based on psychological issues of personality, the influencing role of family and relationships with reference groups. Consumers, however find it difficult to divulge 'why' they make the brand choices they do and they are often unaware of the degree of influence exerted by others on their consumer choices (Price 2006). This led the researcher to consider the complexities of social interaction. Figure 3.2 takes these complexities and indicates (in bold) how each of the layers are used to explore key considerations within this study. In this study the friendship group discussion firstly encourages the respondents to talk about themselves, their experiences and their actions during the consumer socialization process.

The projective scenario then provides a 'real life' situation which attempts to remove, or at least minimize, inhibitions in the communications process and probe deeply into the core layer within figure 3.2 by encouraging a reaction. The form the reaction takes determines aspects of personality such as individualistic versus collective types, aggressive versus non-aggressive traits, and the direction of attachment. It is therefore concluded that a quantitative approach to data collection would not provide insights to these complexities and so a qualitative, inductive approach was deemed to be the most appropriate method to adopt.

Figure 3.2 Complexities of Social Interaction

Outer 'needs' Layer:
- **Relatively straightforward to study using quantitative methods**

Core:
- **Difficult to probe by traditional research methods**
- **Projective comic strip scenario encourages intrinsic, deeper seated emotions and reactions to take place**

Inner Layer :
- **Qualitative approaches offer insight to attitudes towards a brands social identity**
- **Focus group discussions around purchasing behaviour, involvement, influencers**

Source: Author (2006).

3.4 RESEARCH DESIGN

'*Research design leads the researcher to ask questions pertaining to how responses to research questions will be gathered*' (Coolican 2009, p.19). This study considers the overall structure of the research process and the strategic approach to be adopted. To determine these constructs, it was necessary to consider not only the focus of the study but also the profile of the target respondents. The critique of research paradigms within this chapter supports the adoption of an interpretive approach for this study. In determining the profile of the target respondents, and the focus of the study, insights are gained into where the collection of data should take place. In order to validate the research design, the research problem and objectives were offered prior to the identification of the research approach. The following sections offer support for the research design underpinning this study.

3.4.1 Statement of the Research Problem: Emerging Research Question

As noted in Chapter One, and from the analysis of the literature in Chapter Two, it was identified that young male consumers offered organizations a new target market for a number of product categories (Reilly et al. 2008; Tanaka. 2003). Getting young boys to 'try it and buy it' entails understanding what influencing factors arouse interest and encourage action. The plethora of questions emerging from an analysis of the literature led to the overall aim, objectives and over-riding research question of the study. These are condensed into key constructs which have been identified as potential gaps in knowledge for this particular study (Figure 3.3).

Figure 3.3 Emerging Research Question
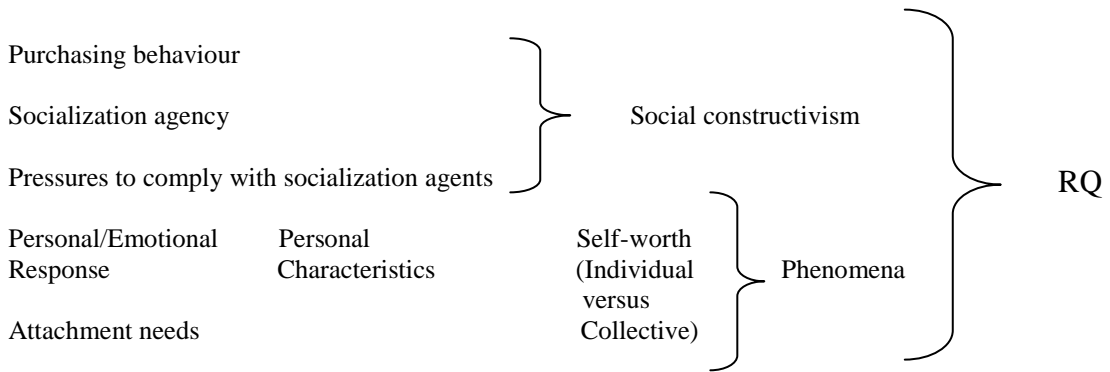
Source: Author (2013).

The development of the research question adds to the construction of the data collection process.

3.4.2 Data Collection Procedures

When exploring the most appropriate data collection approach to adopt it was necessary to consider children in research (Grieg et al. 2007; Tinson 2009). The research method in this instance needed to address a number of factors associated with researching children: the complexity of consumer socialization, subtle hints of meaning within action and reaction, and a method that would fit well with the age and stage profile of the target respondents (Figure 3.4). Additional difficulties arose as children were added to the equation, such as risk (Alderson and Morrow 2004) ethics (Department of Health 1991; Small 2001; Tinker and Coomber 2004); stage in social and personal development (Newcombe and Huttenlocher 1992); and effectiveness of response (Dillon 2005).

Coolican (2009) suggests the potential of interviewer bias is a major concern in this form of data collection and proposes the need to 'disguise' the true aim of the research, however the price to pay is the reduction in ethical considerations. Friendship group interaction was preferred for this study as it removed the formality and limitations of adult-to-child interaction by reducing potential feelings of 'uneasiness' among the children. Full critique of the uses and limitations of this approach are offered within the section on undertaking research with children, identifying the rationale for adoption and providing justification for choice.

The projective technique is adapted to explore questioning around feelings (Boddy 2005) towards socialization agents. This enhances the production of honest responses to a given situation (Jacques and Schneider 2005) from an 'out-with the self' perspective or from a 'self' perspective. Justification for the inclusion of the projective technique is offered within the section on the use of projective techniques in research with children. Overall, this researcher chose not to 'disguise' the true aim of the research for ethical reasons.

Figure 3.4 Research Design Choices

Ontology — Subjective

Epistemology — Interpretive

Methodology — Explores Phenomena

Methods — Friendship Group Discussions
Projective Responses
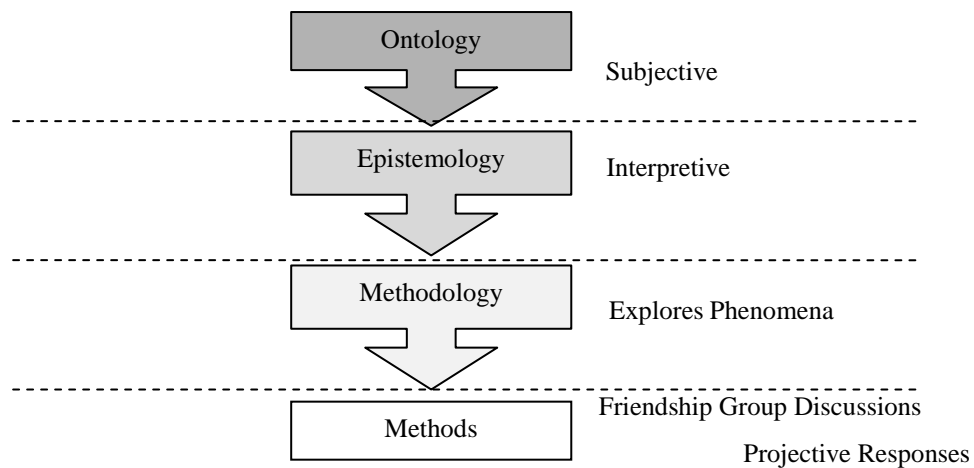
Source: Developed from Crotty (1998).

The critique of research philosophies in relation to the focus of this study led to the adoption of an interpretive, qualitative non-directive, informal, semi-structured approach developed to encourage naturalistic conversation among the children. This had the effect of capturing the children's own perspectives in a relaxed and involved manner.

3.5 UNDERTAKING RESEARCH WITH CHILDREN

As a growing consumer target for marketers, Chapter Two argued that young individuals should not only be asked about situations which affect their lives but that they must also be listened to. Requesting that children answer questions about their thoughts, experiences and emotions is fraught with concerns and difficulties. This study has identified preconditions necessary prior to undertaking research with children (Anderson and Morrow 2004) and now offers a critique of methods for data collection. In doing so an identification of those which are considered to be ethically sound is made which is used to support the choices made for this study.

3.5.1 Methods for Data Collection

When undertaking research with children a degree of flexibility was required (Tinson 2009), with contingency plans in place in order to manage factors out-with the researcher's control. Greig et al. (2008) add that the researcher must be cognisant of strategies which can be adopted to increase and enhance the quality and exactness of children's responses. Options were therefore evaluated such as one-to-one interviews, stranger focus groups and friendship groups:

i. **Interviews**:

McDonald et al. (2006) identify the advantages of this approach when little is known about groups of individuals. In their study on sustainable consumption, McDonald et al. (2006) suggest an exploratory and/or descriptive study is important when advancing our comprehension of consumer behaviour. However, the limitations of adult-to-child, one-to-one interviews were considered to outweigh the advantages (Greig et al. 2007; Tisdall et al. 2010); for example, the children can feel uncomfortable, or shy, being questioned by a stranger. This could lead to the provision of no answers (*problematic silence*) or answers the child feels the researcher wishes to hear (*strategic shaping of comments*) (Hollander 2004). These considerations led to the dismissal of adopting this approach for data collection. Whilst this form of data collection can provide detailed data, this study aimed to minimize feelings of discomfort, maximize child protection factors and take into consideration the limitations of short-contact time.

ii. **Focus Groups:**

Focus groups were also considered. The advantages of this approach were considered in relation to group dynamics, the identification of '*valuable thoughts and ideas'* (Proctor 2003, p.213), and the emergence of *why* participants think as they do (Morgan 1988). Nevertheless it is important to also consider the limitations of using focus groups in relation to size, which in adult groups can accommodate seven to twelve people (Proctor 2003); the length of time taken, which can be between one to six hours (Malhotra and Birks 2003); and the 'stranger' component (Hollander 2004) which could reduce the openness of children's input (Alderson and Morrow 2004). These limitations have implications for feelings of safety and security, behaviour management and total respondent interaction when undertaking research with children. For example, Hollander (2004 p.602) considers the social context of focus group interaction during data collection, identifying how focus group discussions are '*shaped by multiple social contexts'*: the associational context, the status context (particularly in relation to gender), the conversational context and the relational context. In recognizing the limitations of focus groups as a tool for 'understanding individual thoughts, feelings and experiences' each of Hollander's (2004) social contexts is useful in identifying how effective the focus group forum is in assisting the researcher analyse the processes of social interaction when undertaking research with children:

a) Associational context: The association of school environment, same class grouping and age and stage of child maximizes the association context through the adoption of a natural setting, familiarity and previous experiences of agreeing/disagreeing with each other. This has the effect of encouraging more candid responses to questions.

b) Status (gender) context: Gender, age groupings (Primary Six are separated from Primary Seven), and social status (children came from the similar social backgrounds) are maintained to reduce what Hollander (2004) describes as *'problematic silences'* (lack of interaction and disclosure) and *'problematic speech'* (shaping of comments by others). Spencer and Flin

(1993) note that children know the difference between what is 'truthful' and what is 'false', in other words the difference between 'truth' and 'lies'. Their study (Spencer and Flin 1993) indicated that children's 'lies' are a response to a situation rather than an indication of a personality trait and are generally based on the fear of punishment. It is also argued that the egocentricity (Carter et al. 1996; Powell and Thomson 2001; Kefyalew 1996) of the individual drives them to provide an answer they believe the researcher wishes to hear rather than what is actually thought or felt. This suggests that it is important to embrace a research approach which prevents the perception of threat and one which adopts a supportive, facilitating tactic within a familiar environment which fosters feelings of well-being and reassurance.

c) Conversational context: Spencer and Flin (1993) identify age as an issue in cognitive ability. Their study relates this factor to a child's ability to remember details of staged events. Basic memory questions focusing on previous behaviour tended to be more generalized and hence based on the factual rather than the considered (Adler et al. 2000; Woodhead et al. 2000; Bransford et al. 1982). Conversation within this study focused mainly on the shopping experience for the product category with minimal digression in evidence. A range of experiences and opinions, from memory and a subjective position were forthcoming, evidenced by the number of times the boys disagreed with each other or offered insights to different experiences.

d) Relational context: Traditional views to focus group research indicated that respondents would be more forthcoming in divulging 'personal' responses to strangers due to feelings of anonymity (Hollander 2004; Morgan 1988). Alternatively Alderson and Morrow (2004) suggest the use of strangers when undertaking research with children can reduce feelings of trust and so affect conversational content. This context relates to the associational context for this study as using a familiar environment and groupings, natural discussion was able to take place. This approach, Hollander (2004) suggests leads to more candid responses.

Oates (2000) suggests in Burton (2000, p.187), that when undertaking qualitative studies, one of the strengths of focus groups is their ability to product rich data based on the 'participants own words'. She (Oates) also identifies focus groups as 'invaluable' when 'focusing on the generation rather than testing of theory' (cited in Burton, p.189), when undertaking data collection with 'sensitive' groups, such as children, and can therefore be used for a 'variety of purposes and with different populations'. In order to secure the advantages of the focus group method but adapt it for the age and stage of participants, and address the research question, friendship groups where explored and selected as identified within the following section.

iii.   **Friendship Groups:**

In recognizing the social contexts within focus groups this study was able to overcome issues of 'conformity, group think and social desirability' (Hollander 2004, p.608). An analysis of 'friendship group' discussions (Alderson and Morrow 2004) indicated that many of the limitations of one-to-one

interviews and focus group discussions could be overcome. The friendship group approach had the effect of maximizing feelings of comfort, as the number of children outnumbered the adult researcher (Hill 2006), and encouraged each child to become involved (Tisdall et al. 2010). Smaller numbers than that used with adult focus groups were also deemed to be more appropriate in order to minimize problematic silences and speech. Alderson and Morrow (2004) recommend smaller groups of four to six in order to encourage total respondent participation as the more '*quiet*' children can be encouraged to overcome more dominant characters within smaller group interactions. This study viewed the children as 'thinkers' with table 3.3 identifying how the information processing of the child was used to develop techniques for data collection and recognize children as 'reactors'. This understanding drove the addition of a projective technique (Section 3.5.1 iii b). In this instance the researcher had taken the following into account:

i. To gain attention the data collection procedure was attention grabbing

ii. The development of a friendship group discussion was used to make sense of the topic for the child, and no assumptions are made regarding knowledge and understanding

iii. Responses were repeated quickly to prevent the issue and focus of that being discussed from being lost.

Table 3.3 Children's Information Processing

Age/Stage	Information Processing Capabilities	Implications for Method
Perceptual Stage, 3-7 years	Limited awareness of information sources Limited ability to adapt strategy to person or situation	na
Analytical Stage, 7-11 years	Increasing brand awareness Functional cues used to define product categories Increased awareness of personal and mass media sources of information Capable of adapting strategies to tasks Expanded repertoire of strategies, bargaining and persuasion emerge Developing ability to adapt strategy to persons and situations	Researcher needs to recognize child's ability to understand symbolic aspects of consumption Researcher needs to recognize child's capability of adapting strategies depending on the task, person and/or situation Research needs to recognize child's ability to place value significance on social interaction and meaning
Reflective Stage, 11-16 years	Contingent use of different information sources Gather information on functional, perceptual and social aspects Focus on important attribute information – functional, perceptual, and social	na

Source: Developed from Roedder John 1999, p.204.

Table 3.3 indicates researcher recognition that the child's external environment inputs information to the child's sensory reactors, some of which the child pays attention to and/or recognizes. This was considered in terms of the child's social environmental inputs (experiences, relationships, behavioural expectations and norms) and indeed the appropriateness of the method of data collection in terms of

providing cues, encouraging input of memory of past experiences and urging reactions. The selection of the environment for data collection was purposive and convenient. The school environment was one of familiarity, safety and inclusiveness. Conversely, the school environment might be considered as 'formal' and 'directive', that is the children might feel that they are expected to behave in a particular manner. By removing the children from the classroom to a more informal venue (craft area, video room, stage room) the degree of formality was reduced. The children were also permitted to sit where and with whom they wished. In some instances seating took place around a table, on others on viewing platforms, stairs or in a circle on the floor. The form of discussion adopted was informal and guiding rather than directing. Discussion began with informal rehearsal from short-term memory leading to a more focused response to the projective scenario. Each of these factors is explained further within the following sections i) and ii).

a)   Friendship Group Discussions (Appendix 5)

The decision to adopt friendship group discussions helped maximized the advantages of friendly social interaction (Alderson and Morrow 2004). The aim was to encourage a feeling of ease in the company of each other, feelings of comfortable when disagreeing with others, and feelings of being unencumbered when offering opinions. It was felt that the children would then be less likely to agree for the sake of agreeing. This approach was adopted to explore 'surface level information' (Chapter 4, figure 4.3) which offers the 'building bricks' for deeper exploration of 'deeper level information' (Chapter Four, figure 4.17), supported by the views of Boddy (2005), Donoghue (2000) and Tucker-Ladd (2001). Guthrie and Anderson (2010) also support the discussion approach to illuminating actual experience through (visitor) narratives.

The qualitative enquiry method of friendship group discussions asked a series of questions, which can be described as discussion pathways (Liamputtong and Ezzy (2006). These pathways were used to explore the issues associated with the child's thoughts and feelings in an in-depth manner. Here the moderator (researcher) guided the discussion process and re-directed, when necessary, via the respondent's own thoughts and feelings by adopting those processes and requirements associated with group discussions. Table 3.4 offers insights into the discussion process and requirements, and identifies the requirements necessary for this study; for example, it was necessary to acquire appropriate accommodation for data collection (quiet, away from classroom activities) to concentrate focus; accommodate timetabling arrangements; clearly identify topic for discussion; and end the process effectively. Educationalists recommend children have something to focus on, touch, feel and see when attempting to introduce topics (Educationalist 2007). This drove the development of questions which were provided to each child as a colourful hand-out (Appendix 5) which included focus group questions and the comic strip scenario. The hand-outs were used to focus the children's attention firstly on the questions and then keep them occupied with the projective scenario. This approach adds to the record of responses and offers further insight to children's thoughts and feelings. It is also an effective behaviour management tool (Ridall-Leach 2003).

The principal development of questions for this study (Figure 3.5) recognized important factors such as clarity, focus and ease of understanding (Liamputtong and Ezzy 2006). The questions were constructed to elicit reliable and authentic data (Table 3.4). Themes emerged from the literature for the friendship group discussions laid the foundations for framework developments which are identified in detail within Chapter Four.

Table 3.4 Group Discussion Process/Requirements

Process/ Requirements	Considerations when researching with children	Difficulties/Concerns encountered
Pre-screened groups are gathered together in the same room	Appropriate sampling strategy is developed and permissions are gained from school, parent and child	Contact is easily made with Director of Education (Appendix 2), Schools (Appendix 3), parents and children (Appendix 4).
Relevant groups are recruited	Sampling frameworks identify the appropriate age and stage groups based on the aims and objectives of the study	In some instances this can require the need of inducements. However due to the nature of the study, the demographic of the respondents and the venue inducements were deemed to be unnecessary.
An appropriate venue is determined	Familiar and safe environments are necessary for research with children. The school environment is considered to fulfil both of these criteria	Parents and children are reassured on safely when a familiar and official environment is used. A number of limitations still need to be overcome: • Timetabling arrangements • Late notice of changes to pre-determined arrangements • Noise, particularly in open-class environments • Absence from school on the day of data collection.
A waiting period	Not all respondents may wish to participate at the final moment. Arrangements may have to be changed for individuals e.g. child needs to undertake a test previously missed	Children are initially offered an opt-in form, and they also have the option to opt-out. It is therefore wise to attempt to over recruit taking friendship group numbers of 4-5 to 6-8. It is then up to the researcher to permit inclusion of more than 5 individuals or to 'pay-off' extras with a gift such as colour pencils, novelty rubber, or similar.
Conducting the group discussion	Whilst the discussion attempts to probe behaviour, influencing agents, opinions, motivating factors and responses by adopting an unstructured approach, the child is encouraged to provide a free flow of thoughts and ideas.	It is arguably necessary to pre-set the topics with a breakdown of clear sectioning for discussion. A topic guide (Appendix 5) provides a focus for the group reducing the children's need to chatter among themselves or lose focus on the key objectives of the study.
Ending the data collection process	The discussion period is followed by a recognizable and fun activity. A projective scenario is offered to take the mind away from thinking and discussion to drawing and colouring.	The complexity of the projective scenario has to be considered. Should it be a short response requirement relating to an on-going tale? How comfortable or able are the children with drawing? Would some prefer to write responses in the response box? Flexibility is a key requirement which is built into the method of data collection adopted for this study. Finally, should a reward or thank you gift be given? Small 'thank you' gifts in the form of pencils, erasers and pencil sharpeners in shapes of aeroplanes, rockets and animals were given at the end of the data collection process.

Source: Author (2013).

The following points (Figure 3.5) were of importance when developing the friendship group discussion questions in relation to focus, exploration, understanding, clarity, relevance and memory. Each of these considerations led to the development of the structure of the questions and how the questions led naturalistically to the projective scenario. The relationship between the questions and the scenario had to be clear for the children to understand (the topic), feel (an emotion towards the socialization agents) and express their (reaction) views.

Figure 3.5 Considerations for Question Development

i.   The questions are specific, clear and simple
ii.   The questions permit full exploration and discussion
iii.   The questions are initially as short as possible without missing any key issues
iv.   The questions follow a logical sequence
v.   The questions are not ambiguous
vi.   The questions are not be 'loaded' or leading
vii.   The questions are neither irrelevant nor too personal
viii.   Questions requiring calculation are not asked
ix.   Questions requiring memory are not too complex
x.   Any difficult or embarrassing questions are left until a later stage in the data collection process

Source: Adapted from Alderson and Morrow 2004; Grieg et al. 2007; Tinson 2009

Table 3.5 indicates how an understanding of maximizing children's focus and behaviour management led to the development of friendship group questions. This had the effect of directing the children's attention to the matter in hand, reducing divergence and maximizing interest and involvement (Ridall-Leach, 2003). A list of topics associated with the study was provided to direct the flow of the discussion, keep the children on track, offer something of colour and interest, keep hands busy and finally lead to the scenario for completion. Recording the friendship group discussions was essential (Oates 2000) in order to free-up the researcher to moderate the groups. Table 3.5 identifies the questions relating to sportswear brands worn, purchasers of the brand, sportswear shopping experience and recognition of a need. The questions then introduce the concept of 'feelings'; for example, feelings towards the shopping experience, the brand/s worn, and the comments of others. Table 3.5 then indicates the relationship of each question to the research objectives of this study. Research prepositions are then offed in relation to how the child was introduced to the topic, how the question identified socialization agent involvement, social interaction, and relationships. This led to the recognition of the relevance of each questions and research preposition to answering the research question. Responses to the range of questions were then probed further through the projective comic strip scenario which led to an evaluation of phenomena, that is, reactions to socialization agents.

Table 3.5 Rationale for Question Development

Question number	Research objectives	Research preposition	RQ
1.Firstly, can you tell me what sports brands you wear?	Offers insights into sportswear purchasing behaviour	Introduces the child to the topic of consideration and evaluates a) Types of sportswear brands worn b) Familiarity with sportswear brands c) Level of knowledge of sportswear brands	
2.Who buys your sportswear?	Classifies agent themes in terms of involvement in the purchase process	Identifies who is involved in the purchase of sportswear and who makes sportswear brand decisions	
3.How often do you go out shopping for sportswear?	Ascertains normative consumer behaviour as experienced by the child	Point towards the degree of normative behaviour and emotional response to the shopping experience	
4.Who do you go with?	Isolates social agents	Denotes the degree of social interaction, independent versus collective consumption behaviour, communication sources and actual social behaviour	
5.Do you enjoy shopping for sportswear?	Evaluates reactions to experience	Reveals the degree of rationalization associated with the shopping experience via cognitive response versus autonomous response versus questioning response	
6.Do you know what you want before you go shopping?	Appraises agency themes, agent themes and rationalization themes	Signals the degree of pre-purchase rationalization and communications experienced by the child	How do boys of eight to eleven years of age react to the influences of two socializat-ion agents: mother versus peer?
7.How do you find out about what brands of sportswear are out there in the shops?	Evaluates brand knowledge and communications sources	Specifies the most common sources of brand knowledge	
8.What influences your brand preferences?	Explores and evaluates agent influence and identity themes	Critically gauges agent influence and probes self-concept construal via the degree of rationalization directed towards social agents	
9.How do you feel wearing your brands?	Critically considers identity themes in relation to social roles and attachment needs	Denotes emotional responses in relation to self-concept construals through emotional content	
10.Does it matter if one of you likes one brand and another person likes another brand?	Probes social and relationship roles.	Evaluates positive versus negative responses to position. Identifies degree of attachment need, relationship role and inner versus outer-directed motives.	
11.How do you feel if someone says your brand choice is not good?	1,2&3. Probes reactions	Critically evaluates social respect roles, attachment needs and degree of independence versus collective motives	
12.Do you prefer to wear the same as others?	1,2&3. Critically explores relationship roles and attachment needs	Investigates emotional reactions through the examination of inner versus outer-directed motives	

Source: Author (2013).

The rationale for the use of projective techniques is offered within the next section on the use of projective techniques in children's research.

b) The Use of Projective Techniques in Children's Research

When considering the exploration of reactions a number of techniques for data collection were considered: further in-depth interviews, observation and videography.

In-depth interviews and videography were ruled out for the same reasons as interviews, as identified within section 3.5.1. Additional ethical considerations indicated that the use of videography could record physical reactions (Tisdall et al. 2010); for example, how the child might verbally respond to a socialization agent but not explore the depth of that response.

Studies adopting the socio-functional approach to intergroup effect were analysed (Cotterell and Neuberg 2005) for their usefulness in researching reactions. According to Cotterell and Neuberg (2005) the socio-functional approach is useful in predicting traits (personality), impressions of the self and behavioural inclinations. However studies within this area tended to adopt the positivist, measurement approach where theory was set prior to data being collected using the survey technique. Within the socio-functional paradigm observation was considered. Observation ranges from the highly structured, detailed notation of behaviour structured by checklists, to a more holistic description of events and behaviour (Marshall 2004) where complex interactions within social settings can be described. However the limitations of ethical considerations add to the difficulty of managing a relatively unobtrusive role. The identification of the 'bigger picture' whilst observing large amounts of fast-moving and complex behaviour is also challenging, as is maintaining the focus on the research question. The same ethical considerations apply to videography particularly in relation to permitting the child to know/not know that they are being visually recorded, and for the potential loss of control/focus on the topic.

The human behaviour model (Ghebregiorgis and Karsten 2007) again mainly adopts the positivist, survey technique to measure reactions via an exploration of attitudes. Each of these approaches are useful when collecting data from adults on 'attitudinal' reactions, however, they are limited in their ability to probe intrinsic reactions, as identified by Bock and Sergeant (2002 p.235) who suggest that '*measurement without understanding is………fruitless*'.

To develop a deeper understanding of intrinsic reactions the philosophical principles of projective techniques were identified as the most appropriate technique to adopt within this study for the exploration of intrinsic reaction.

Projective techniques in market (and consumer) research have been described as offering anything from valueless subjectivity to useful insights to reality (Boddy 2005). Boddy (2005) identifies projective techniques as a way of helping respondents expose their thoughts and feelings more effectively than can be gleaned from using questioning. This study recognised that children may be reluctant, unwilling, or unable to describe their thoughts and feelings via a more straightforward

questioning technique and so looked towards the inclusion of a projective technique which would be interesting to the children, help the children visualize a 'real' case scenario, and encourage the projection of feelings and thoughts which could later be analysed for the 'meaning' behind phenomena. Much research of phenomena has based itself on acquiring surface-level information (Jacques and Schneider 2005), for example from focus group discussions or depth interviews, which are often used to elicit an understanding of consumer personality, attitudes and motives (Colman 2001; Branthwaite and Lunn 1985; Goodyear 1999). In order to 'check' and support responses to the friendship group discussions and provide further identification of attitudes and particularly of deep-level responses, a semi-structured indirect projective method was used to encourage reactions. An analysis of which led to an identification of emotions, personality and attitudes which children would otherwise find difficult to articulate (Gordon and Langmaid 1988; Loudon and Bitta 1993). A consideration of the philosophical foundations of projective techniques was undertaken in order to determine their usefulness to this study (Table 3.6). This consideration was built upon by offering potential response expectations (Table 3.6, column 2).

Table 3.6 The Philosophical Foundations of Projective Techniques

Projective Techniques involve:	Potential response expectations
i. Use of vague, ambiguous, unstructured stimulus objects or situations (Webb 1999)	i. Subjective projection of personality, attitude, opinions, self-concepts which add structure to the situation
ii. An attempt to uncover inner, core thoughts and feelings (Kline 1983)	ii. Responses are unique to the individual, the 'essence' of individuality
iii. Used to explore phenomenological ontology (Boddy 2007)	iii. Respondents demonstrate their characteristic way of perceiving their own world and their behaviour in that world
iv. Used to explore how individuals protect the self (Gordon and Langmaid 1983; Kline 1983)	iv. Respondent externalizes feelings or experiences
v. Used to uncover unconscious desires and feelings (Churchill 1991; Solomon 1993)	v. The respondent interprets and responds to the stimuli from an independent frame of reference

Source: Developed from Boddy (2007); Churchill (1991); Gordon and Langmaid (1983); Kline (1983); Solomon (1993); and Webb (1999).

Projective techniques emerged from the discipline of psychology and are identified by Donoghue (2000) as '*a way of transcending communication barriers*' (p.48). They are widely adopted for personality and clinical studies. Two approaches were critically analysed for their usefulness in exploring reactions (Table 3.7). The use of drawing (Jacques and Schneider 2005) from a 'self' or 'role play' position was adopted for their effectiveness in encouraging intrinsic responses to the scenario.

Table 3.7 Projective Techniques as a Data Collection Method for Research with Children

Method	Use	Adoption within research
Drawing Techniques (based on TAT) (Jacques & Schneider 2005)	Can be 'bubble' – visual/verbal reply situations (picture of individual with bubble response opportunity). Generally used for the respondent to imagine what the pictured individual might be thinking.	True opinions, attitudes, perceptions, emotional responses can be gleaned. Insights into personality can be explored. Uncovers connotations respondents may find difficulties in articulating. However traditionally the respondent is asked to suggest what the pictured individual might be thinking i.e. project considerations of the position of others. This can be over complex for the age and stage of respondents within this study. This was simplified for this study through the use of a comic strip scenario were the children could 'project' what the thought the 'boy' might say/do or as an indication of how they themselves might deal with the situation.
Role Play (Jacques & Schneider 2005)	Respondents are requested to play a part. Usually someone else.	This approach can take the respondent in one of two directions: i) Out-with the self - where the child suggests this is how the 'boy in the box' should react ii) The self – where the child is suggesting how he would react in this situation. Again a more surface-level rationalized, even rehearsed response might be expected.

Source: Developed from Jacques and Schneider (2005).

Projective techniques are sometimes adapted to encourage respondents to express psychological motivating data by presenting a response which they (the respondent) believe to be part of a play – rather than a reflection of his/her personality (Chan 2006b; Jacques and Schneider 2005; Marshall and Rossman 2006). This is advantageous for those children who may feel shy in expressing 'the self'. However, within this study the aim was to encourage 'self expression' therefore the projective scenario was developed to utilize either option, that is, self-reaction or the reaction the 'boy' in the scenario 'should' take.

Tucker and Ladd (2001) adopted the Thematic Apperception Test (TAT) approach where the 'bubble drawing' technique with pictures was used. Here respondents were asked to develop their own stories about the pictures. Tucker and Ladd (2001) further suggest it is 'what' the respondents see in the pictures that say something about the self and hence reveal the respondents personal characteristics. The question is often set as an experience and requires the respondent to ponder and imagine. The advantage of this approach is that little intellectual reasoning is required when responding to the question (Boddy 2005).

Other approaches were rejected due to their unstructured, ambiguous nature (Roschach Inkblot Test) or degree of intellectualization or the degree of cognitive abilities required (Sentence Completion and Word-Association). Table 3.8 considers the usefulness of projective techniques for this study.

Column three of table 3.8 identifies how this study addressed the uses and limitations of the adoption of the projective technique.

Table 3.8 Uses and Limitations of Projective Techniques in Research with Children.

Uses	Limitations	Research with Children
A large amount of data is collected (Huberman and Miles 1994)	Complexity of data	Framework development assists with codifying
The data is rich in terms of information collected (Donoghue 2000; Wagner 1995)	High degree of researcher skills required to analyse (Coolican 2009)	Training is recommended in an understanding of children's socio-psychological developments for age and stage
The degree of accuracy of information is high (Wagner 1995)	Expensive to administer (Webb 1992)	Associations with children's groups e.g. Scouting groups and schools helps to minimise costs
Makes significant contributions to studies on beliefs, values, motives, personality, cognition, behaviour (Boddy 2005; Donoghue 2000; Kassarjian 1974; Webb 1992)	May restrict generalizations of samples sizes are small (Miles and Huberman 1994)	By increasing friendship group numbers e.g. accessing a number of schools from high, medium and low employment districts the fact that sample sizes are small (5/6 respondents) is not a restriction.
	Can be difficult for respondents to project themselves e.g. through drawings or in roles (Owen et al. 2007)	A comic strip scenario takes the child through a recognisable situation (boys like to read comic strip stories). Therefore the concept is already commonplace. Nevertheless a consideration has to be made with regard to the child's drawing skills. If the child feels they can't draw – what might be acceptable? Here the researcher has to consider if 'string bean' shapes will be acceptable or indeed if a written response will be permissible.
	Reliability of measurement can be difficult to determine/establish (Boddy 2005; Lilienfelt et al. 2000)	Adopt a triangulated approach which allows the child to 'ease' into the projective data collection process e.g. friendship groups discussions

Source: Developed from Boddy (2005); Coolican (2009); Donoghue (2000); Kassarjian (1974); Lilienfelt et al. (2000); Miles and Huberman (1994); Owen et al. (2007); Wagner (1995); Webb (1992).

Packard (1957) saw the potential of adopting projective techniques when attempting to probe the motives behind actions. In adopting this approach, previous methods were adapted to better suit the needs and interests of the demographic for this study. For example Chan (2006a) adopted a clear sheet of paper approach for children's responses to questions with discussion coming after responses had been given. For the current study, discussion came before projected responses in order to gain insights to behaviours and experiences before exploring reactions. The advantages of this were that children were 'softly' introduced to the topic area, were given time to 'think' about experiences and were then 'aroused' to respond. In order to maximize the children's relationship with the technique the comic strip scenario was evaluated to be an appropriate tool for the gender, age and stage of the research participants. It has been widely reported within the literature on education that boys of this age and stage prefer to read comics rather than books (Norton 2003). In this instance boys did not have to imagine the scene, assistance was provided as the scene was pre-set. The children were not asked to 'think' about responses but were asked to 'actually' respond to the scenario. In order to

remove, or at least minimise these constrictions, the discussion within the friendship group session was used to firstly put the children at ease, maximized the feeling of safety, identified the topic and explore knowledge and understanding around the topic before finally exploring thoughts and feelings within a familiar environment and social circle. This approach led the children to intensify the projection of feelings and hence drew emotional responses which were then conveyed onto the comic strip scenario (Figure 3.6a). The approach added to the informality of the friendship group discussion, provided a scene familiar to the child and added an element of fun at the end of the discussion. Whilst drawing is common in projective techniques (Packard 1957; Chan 2006a), the formalization of the comic strip was at the time of conducting research an original design which has since been adopted by others (Galman 2009; Moraveji et al. 2007).

Figure 3.6a Comic Strip Scenario

Look at the story in the comic strip.............how would you finish it? What would you say in the box? Add your comments and illustrations in the large box.
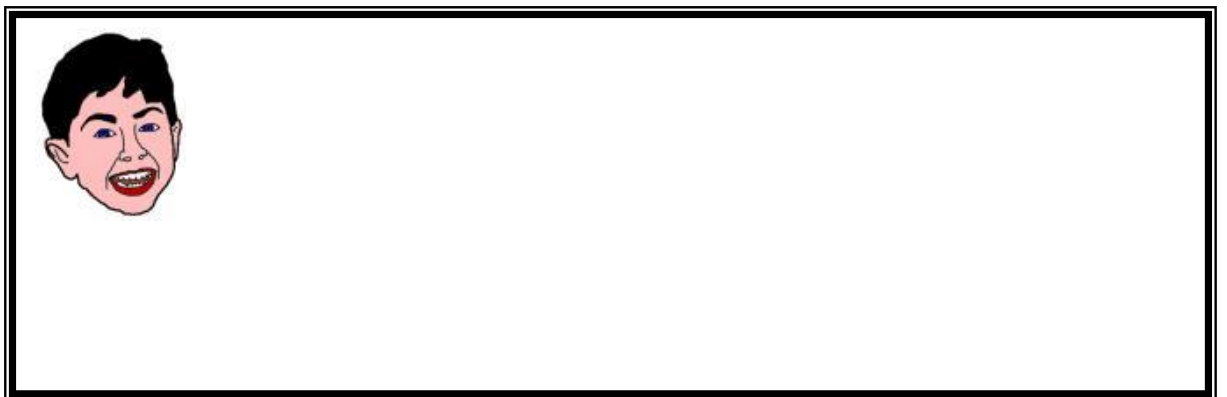
Source: Author (2004).

The final result elicited reactions to a potentially intense situation. Within the familiar environment of the school, emotional end benefits or self-statements relating to the child's self-esteem were explored (Figure 3.6b). The potential emotional end benefit statements within figure 3.6b stem from those personality traits and potential gender responses identified by Boldizar (1991), as explored within Chapter Two. Figure 3.6a developed a scene where mum was providing a sports jacket for the child. This is a family norm, day-to-day situation where mum is the provider of guidance and protection on dressing 'for the weather' in Scotland. The child was provided with a 'potential',

derisive response from his peers to the sports jacket provided by his mum. The peer response was derisory which was offered to elicit a reaction from the child wearing the jacket. The respondent was then asked to respond by drawing (or writing) 'what happens next?' within the empty box. The response from the 'boy's' perspective can be seen to stem from the respondent's own reaction to the situation. This offered the opportunity to assess emotional end benefits (Figure 3.6b) which can otherwise be difficult to identify if adopting direct questioning alone. The use of a comic strip scenario, with an already developed storyline, minimised the need for the child to 'think intellectually' and encouraged instinctive responses.

Figure 3.6b Emotional End Benefits
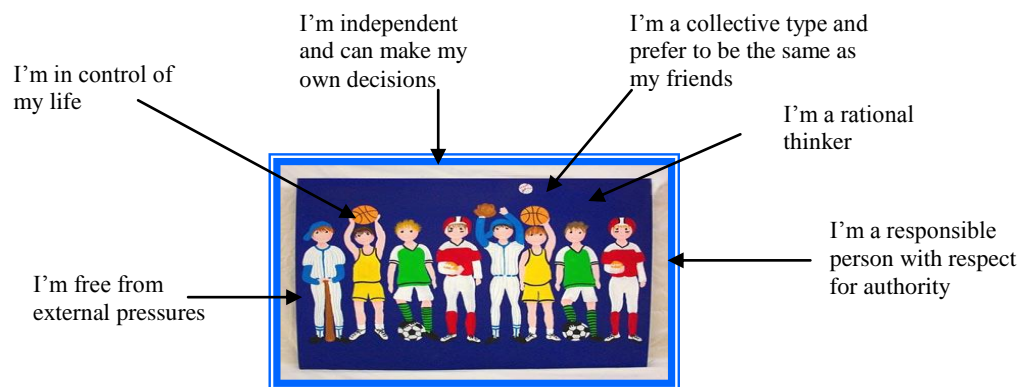
Source: Author (2013).

The key with children was to help them reach an effective, cooperative and reactionary mood prior to responding to the projective scenario, as evidenced by firstly undertaking the friendship group discussion around the area of interest. Key considerations at this point were a) reliability, b) credibility and c) bias. A number of studies (DeBourdeaudhuij et al. 2005; Gambrill and Schlonsky 2000; Kassarjian 1974) identified the importance of reliability and validity of all types of data collection procedures within the forum of marketing and consumer research. Limitations to this approach have been recognized as cautionary caveats (Greig et al. 2007), that is, children who are critical of their own drawing abilities could inhibit their representations of thoughts and feelings. As noted, this was overcome by offering reassurances on expectations of drawing quality; for example the research demonstrated match-stick men drawings and by providing flexibility of response where the written word was accepted. The robustness of the adopted approach was therefore evaluated in relation to reliability, validity and bias when undertaking research with children.

Symon and Cassell (2012) consider a number of criteria when assessing qualitative research when subjectivity, interpretation and emancipation are key elements. In describing the work of Guba and Lincoln (1989), Symon and Cassell (2012, p.207) consider the inappropriateness of using positivist criteria, such as internal validity, generalizability, reliability and objectivity for assessing 'naturalistic inquiry' and suggest credibility, transferability, dependability and confirmability are more appropriate naturalistic terms to adopt. Symon and Cassell's (2012) criteria are adopted as follows for this study:

a) Credibility

There has been much criticism regarding the validity of projective techniques in relation to the interpretation of data (Will et al. 1996; Yoell 1974). Yoell (1974) suggested that there was little 'value' within the interpretation of projective data and suggested the nature of the data was 'un-testable', whilst Will et al. (1996) suggested that there was no 'proof' to support the view that projective techniques could 'tap' into consumers' sub-consciousness. Alternatively Will et al. (1996) did support the view that projective techniques could function as a device for open discussion. Levy (1985) supported the view that projective techniques enabled respondents to express themselves in a full, robust, subtle and more open-minded manner than would otherwise occur. Donoghue (2000) further supported the view that projective techniques were '*a way of transcending communications barriers*' (p.48) and recognized that validity would stem from the way in which the projective technique explored '*below*' the surface, identifying the individual's '*underlying need-value system, personality and motives*' (p.50). Donoghue (2000) further suggested that the researcher should follow a process of categorizing and interpreting through the use of response protocols as this would contribute to the '*inferential validity*' (p.50) of the study, more of which is discussed within Chapter Four when analysing findings.

The projective technique for this study probed the deeper level threshold of the individual, that is, their attachment-value system and personal characteristics (Kassarjian 1974*)*. A worry here was the credibility (Symon and Cassell 2012; Thomas 2006) of findings. This was recognized as a problem if a small and/or unrepresentative sample was used. This was overcome by adopting a period of prolonged engagement (Symon and Cassell 2012, p.206) with the tweenage boys. In this instance access to sample groups from a number of different schools, and spending time which went beyond superficial observation increased the credibility of the findings for the demographic. A 'chicken or egg' scenario was recognized as whilst the projective scenario came at the end of friendship group discussions, for the rationale already identified, the projective technique could also have been used as a precursor for the development of future data collection procedures such as discussion groups or surveys.

A series of coding consistency checks (Miles and Huberman 1994; Thomas 2006) was undertaken for the analysis and development of categories constituting preliminary findings (Chapter Four). This is presented as a summary of surface categories (main headings in findings), supported by specific category sub-headings. Details descriptions of these categories are offered within Chapter Four.

b) Transferability

Transferability and generalizability are important elements of research methodology (Hellstrom 2000) but may not necessarily be mutually exclusive. For example, Symon and Cassell (2012) refer to transferability over generalizability as quality criteria for qualitative research by firstly suggesting samples chosen should enable the researcher to gain understandings and insights to the chosen

sample, and offer justification for choice. The rejection of generalization within an inductive paradigm derives from assumptions about the respondent's social world (Lincoln and Guba 2000). Lincoln and Guba (2000) argue that phenomena cannot be reduced to the limitations of a single set of generalizations and that a new form of interpretativist generalization can be the stepping stone for grounding naturalist–interpretativist methodology epistemologically.

Alternatively, Hellstrom (2000, p.336) argues that interpretivist generalization can be accommodated within inductive studies as it covers 'situation transcendental categories' such as event similarity.

This particular study was an act of inquiry which began with issues associated with male tweenagers. The exploration unfolds through an analysis of iteration, reiteration and reanalysis (Hellstrom 2008) across findings. This led to the construction of findings and outcomes which were evaluated for 'fit'. This, according to Hellstrom (2008, p.325) provides a credible level of understanding of the natural experience of each respondent which then offers a 'sense of naturalistic generalization', that is, where similarities of reactions are identified. Cassell and Johnson (2012, p.207) support the view that 'thick descriptions of patterns of subjective meanings' allows the reader to judge similar contexts emerging from the findings.

Whilst 'generalizability' was not sought within this study, sufficient patterns emerge, through thick description, to assist the reader in judging similar contexts, suggesting that moderatum generalizations (Williams 2000) can be made.

c) Dependability

Symon and Cassell (2012) recommend replacing reliability with dependability as a more appropriate term for evaluating the robustness of qualitative data analysis. Reliability is identified as the repeatability of a '*particular set of research findings*' (Boddy 2005 p.244). Market and consumer research borrows projective techniques from the discipline of psychology and it is to this discipline that the status of the technique can be evaluated for reliability. A major criticism of the use of projective techniques is that of 'interpretation' (Lilienfelt et al. 2000). For example, by asking respondents to say what an 'ink-blot' looks like and then suggesting the response represents the respondents' 'state of mind' has been criticised as weak on reliability. The consideration of the 'boy in the box' led to the questioning of reliability for this study. Further consideration of the uses and limitations of projective techniques were therefore necessary.

Haire (1950), cited in Boddy (2005), offered the first journal report of a projective technique in market research. This was on the subject of purchasing instant versus non-instant coffee. The three stage study offered conclusions on motives and social acceptability constructs and indicated that these motives could not have been verbalised but could be accessed if approached indirectly. These three studies have been replicated and validated by Fram and Cibotti (1991) who support the use of

projective techniques in market and consumer research to this day. More recently Catterall and Ibbotson (2000) indicate a high degree of consistency in responses emerging from projective techniques, however they also suggest there is less consistency in the interpretation of responses. This is an important issue which is further evaluated within the section on data analysis techniques. Nevertheless, a key factor was identified as pertinent to this study, that of internal reliability. Coolican (2009) identifies internal reliability as a question: '*is the test consistent with itself*?' (p.188). Internal reliability, or consistency, can be evaluated through the identity of contradiction; for example, reliability might be explored through the following:

1. *Internal consistency*: for example, did the children contradict themselves within friendship group discussions or between friendship group responses (recorded and transcribed) and projected responses?

2. *Stability*: did the child alter an important point when repeating a statement at a later time?

To maximize the stability of the information gleaned from this approach this study involved a number of friendship group discussions, within the same demographic and within similar environments. Consistency and dependability were gained by adopting the same data collection instruments within and across groups. Kassarjian (1974), Liamputtong and Ezzy (2006) and Solomon et al (2006) all recognise the importance of stability in data yield over a period of time where subjects' responses remain similar, where motives appear enduring and the responses are not affected by situational factors. By stabilizing the data collection procedure, the demographic and the situation across a number of schools, stability was achieved and reliability maximized. The relationship between the observer and the observed was also taken into consideration (Silverman 2005) through the adoption of an interpretivist stance where there was recognition of the influence of subjectivity impacting on social relationships. The adopted projective technique provided data which were specific to the individual and was inter-reactor reliable. The adoption of the two-stage approach for data collection enhanced the value of the data collected, that is, friendship group discussions supported by the projective comic strip scenario provided a rich source of data which had the effect of eliminating researcher knowledge of expected results.

To maximize the dependability of the information gleaned from this study, a clear audit of the methodological changes and shifts has been presented (Symon and Cassell 2012) for the construction of the research process providing an indication on how this has led to understanding not only the research process but also the research situation. Consistency and dependability were gained by adopting the same data collection instruments within and across groups. Kassarjian (1974), Liamputtong and Ezzy (2006) and Solomon et al (2006) all recognise the importance of stability in data yield over a period of time where subjects' responses remain similar, where motives appear enduring and the responses are not affected by situational factors. By stabilizing the data collection procedure, the demographic and the situation across a number of schools, stability was achieved and reliability maximized.

d) Confirmability

Clear definition of where the data came from and how it has been analysed is offered in sections 3.7 and 3.9 of this chapter. These section offer a detailed account of the data collection process and decisions made regarding data analysis. This supports Symon and Cassell's view that 'data, interpretations, and outcomes of inquiries are rooted in contexts and persons apart from the researcher' (Symon and Cassells 2012, p.208).

This study has also recognized the limitations of these understandings by offering insights to 'outcome, product and negotiation criteria by acknowledging my own stance as a researcher, giving participants their own voice and by adopting critical subjectivity through reflexivity. The relationship between the observer and the observed was taken into consideration (Silverman 2005) through the adoption of an interpretivist stance where there was recognition of the influence of subjectivity impacting on social relationships. The adopted projective technique provided data which were specific to the individual and was inter-reactor reliable. The adoption of the two-stage approach for data collection enhanced the value of the data collected, that is, friendship group discussions supported by the projective comic strip scenario provided a rich source of data which had the effect of eliminating researcher knowledge of expected results.

The projective technique for this study probed the deeper level threshold of the individual, that is, their attachment-value system and personal characteristics (Kassarjian 1974). A worry here was the external validity of findings. This was recognized as a problem if a small and/or unrepresentative sample was used. In this instance the adoption of sample groups from a number of different schools increased the validity of the findings for the demographic. A 'chicken or egg' scenario was recognized as whilst the projective scenario came at the end of friendship group discussions, for the rationale already identified, the projective technique could also have been used as a precursor for the development of future data collection procedures such as discussion groups or surveys. In this instance '*generalizability*' was not sought. The research paradigm more readily adopted a pragmatic philosophy based on the research problem and the most appropriate approach (often pluralistic) for exploring and understanding the problem (Thorpe and Holt 2008). This led to a consideration of triangulation of method where the decision to adopt a multi-stage approach to data collection (friendship group discussion supported by projective developments) permitted the triangulation of data (Coolican 2009; Liamputtong and Ezzy 2006; Kelle 1998) within three of its five forms (Miles and Huberman (1994) (Table 3.9). As illustrated within Table 3.9, triangulation within this study combined multi-methods (review of literature, focus group discussions and projective reactions) to study tweenage males. The methods overlap each other somewhat, being complimentary at times, contrary at others and had the effect of balancing each method out and giving a richer and truer account of the socialization experience of tweenage males. This resulted in being able to map out, or explain fully, the richness and complexity of human behaviour from more than one standpoint (Cohen and Manion 2000).

Table 3.9 Triangulation of Data

Form of Triangulation	Utilization
Data source: persons, times, places	Same demographic, times varied, same environments, different children
Method: two methods are used for data collection	Friendship group discussions and projective technique
Researcher: alternative investigators for example investigator 1, 2, and so forth	n/a
Theory: Development of theory for testing	n/a
Data type: the form of data collected for example qualitative text, recordings, drawings	Recordings, text, drawings

Source: Developed from Coolican (2009); Liamputtong and Ezzy (2006).

Carney (1990) recommended adopting a 'controlled' approach where replication of the findings is apparent within a 'place': that is, if the 'place' is valid, replication of findings should re-occur. This led to the consideration of theoretical saturation which is explored more fully within Chapter Four.

e) Bias

Strategies for minimizing sampling bias are covered in some depth within the sections on research with children and sampling. This study has also considered alternative elements of potential bias such as that emanating from researcher '*bias*' to researcher '*baggage*' (Tinson 2009). This emphasized the need for researcher training in dealing with, and relating to, children and in research methods. In this instance the researcher has undertaken training in research methods through a Post Graduate Certification in Research Methods (PGRM) and previous educational training by gaining a Post Graduate Certificate in Secondary Education (PGCE Business Studies and Economics). These qualifications led to an understanding of cognisance of age and stage development, behaviour management and tools for encouragement and involvement. The PGCE qualification and experience in working with children did not in itself ensure the minimization of researcher bias and/or baggage. In addition to training in working with children it was necessary to minimize assumptions based around socially acceptable symbolism when adults interact with children. Whilst every attempt was made to 'communicate at the children's level', for example by sitting low with children, limiting instruction to children, speaking in the children's dialect/language and permitting children to interact freely, it was recognised that just the presence of an adult could affect interaction.

The way in which the discussion and projective response was developed also brought questions regarding assumptions. In this instance assumptions were made regarding the child's ability and preference to draw. It was noted that not all children wished to draw, or felt comfortable with their drawing ability. The inbuilt flexibility of the research design, particularly the projective design, allowed for changes to be made from drawn expressions to written responses, resulting in a free flow of communications which helped minimize researcher bias and baggage.

Credibility, reliability and the reduction of bias were ensured by the adoption of more than one single approach to data collection, encouraging a pleasurable experience and also enabling cross-checking of findings. Whilst a number of disadvantages exist when adopting projective techniques (Greig et al.

2007; Tinson 2009) a greater number of advantages have been achieved by adopting a projective approach to data collection which has been adapted to suit the gender, age and stage of the respondents within this study. The data collection approach adopted 'breaks the ice' through the friendship group discussion. Discussion added to the cognition of the topic which in turn led to the creation of energy and the lightening of mood (removes teacher/pupil perceptions). The comic strip scenario added a novel and semi-structured element to the proceedings where children did not perceive a right or wrong answer to the situation. The children were encouraged to respond in a naturalistic, self-opinioned manner.

This approach had the benefit of gathering surface-level information on interactions and influences within the consumer socialization experience and probed deeper-seated information underpinning reactions which led to the identification of the following:

i. Individualism versus collectivism (Cattell 1994; Mcdam 1992)

ii. Social role within groups (Cheliotis 2010; Nicholls and Cullen 2004)

iii. Submissive behaviour within groups, direction of attachment (Bartholomew 1990)

iv. Avoidance of disharmony (Leary 1957)

v. Respect for adult/parental authority versus respect for the view of peers (Allsop et al. 2007; Baxter et al. 2005)

vi. Individual goals versus subordinated group goals (Adler 1989; Bartholomew 1990; McAdams 1992)

vii. Avoidance behaviours (Boldizar 1991)

Social desirability bias (Fisher, 1993) was also addressed as the child was asked to consider what responses the 'third' person (boy within the comic strip scenario) would take. This 'boy' could be any boy hence removing the need for the child to portray the self in the best light or in the most socially desirable form. The 'boy' could also be considered as the '*self*' who was playing a role within the scenario. Social back-ground bias was also minimized by adopting the same approach with each group and by offering the same flexibility to responses be they spoken, drawn and/or written. These concepts led to the consideration of ethical issues associated with undertaking this form of research with children.

3.5.2 Ethical Considerations in Research with Children

The historical origins of current ethical principles for conducting research with children arise from the Nuremberg Trials (Edmonds 2003). These principles were aimed at defending the child from unacceptable forms of exploitation and criminal intent. Today, there are an increasing number of research projects and programmes aimed at, or involving children; indeed, children themselves have valuable views on their life situations that they are keen to communicate (Wolfman 2005). According

to Alderson and Morrow (2004), communicating with children and young people exposes the researcher and the child to a number of associated risks such as physical (pain), psychological (fear, anxiety, depression, or embarrassment), or social (peer disapproval). The research approach adopted within this study deliberated significant ethical considerations prior to contact, as identified within figure 3.7. Each of these considerations were addressed strategically as is identified within the sections on informed consent, gatekeeper involvement with the opt-in/opt-out options, confidentiality reassurances and removal of potential associated risks.

Figure 3.7 Alderson and Morrow's Ten Topics in Ethics

i. The purpose of the research
ii. Associated risks and potential benefits of the research
iii. Privacy and confidentiality is ensured
iv. Selection, inclusion and exclusion adopts and opt-in approach
v. Implications/expectations of funding are considered
vi. Implications for research aims and methods are defined
vii. Information on the nature and use of the research is clearly provided
viii. Gatekeeper consent is sought
ix. Dissemination of research findings is determined
x. Impact of research on children is identified and minimized

Source: Adapted from Alderson and Morrow (2004).

Consideration of the child's rights and perspectives within the commercial forum took this study down a legal/regulatory route which appeared to initially be somewhat blurred, as there appeared to be a lack of regulatory frameworks which protect the child from 'business' oriented research. This differs from medical and social research where a number of Universities and District Health Authorities have established research ethics committees (Department of Health 1991; Small 2001; Tinker and Coomber 2004). This study maximized ethical considerations by acquiring University Ethical Committee approval, and the approval and agreement of the Director of Education, Head of Schools, parents and children from the region.

3.6 THE ETHICAL IMPLICATIONS OF RESEARCH WITH CHILDREN

An important area of consideration when undertaking this research with children was that of ethics, such as the ethics of including children in the research process and the form or design that the process adopts. As contemporary children form a huge market today and are fast becoming one of the most important consumer segments in the market place, to understand tomorrow's market, insights into how children influence purchasing decisions, develop perceptions on brands and are motivated to consume, must be obtained. Children offer constructive viewpoints and genuine opinions of their life situations which are now offering marketers a research group of direct informants and active research partners (Edmonds 2003). These new 'partners' provide a wealth of information on a number of

behaviours from spending habits to opinions of brands. This study adopted Alderson and Morrow's (2004) recommendations on the ethics of research with children adding the following considerations:

i) Protection of children

Law (2004) describes ethical issues in participatory research with children, recognising that '*research and consultation with children can only be ethical if they (the children) are part of a coherent process*' (pg.46). The paper highlights the need for children's voices to be heard and the need to counteract the imbalance of power between children and adults. The key features encompass that of avoiding harm to participants, following child protection codes in terms of researcher identity and research methods, offering informed consent, ensuring confidentiality and providing a fair return for participation. Edmonds (2003) noted that children have much less overt power than adults and that this has an impact on children's participation in terms of involvement based on their own free will. The rights of the child must therefore be fully respected. In Scotland, Disclosure Scotland checks the background of those people undertaking work with children. However, it might be argued that this in itself is not sufficient and that wider accountability in terms of achieving the support of the surrounding community and, in this instance, the support of current systems of authority be gained.

ii) Ethics

Alderson and Morrow (2004) identify ten topics in ethics as a series of questions to address prior to undertaking research with children (Figure 3.7). The questions identify the need to develop a clear and ethical rationale for undertaking research in this area. This study applies a series of questions directly to the research approach adopted, hence offering justification and ethical underpinning for each stage of the research process.

iii) Purpose

The research aims to measure the motivational prerequisites influencing the decision making process and offers implications for rational decision-making based on sound education and public policy. The questions being answered help provide insights into the degree of power each motivational influencing factor has over the final purchase decision, an aspect which has not yet been clearly identified. The research methods adopted probe for answers in an engaging and absorbing fashion, allowing children to express their views freely, clearly and independently in surroundings which are friendly, familiar and safe.

iv) Risks and benefits

Risks to the child are minimised by following an ethical code of conduct in terms of involvement, disclosure and confidentiality. Contributions to research design, time management, minimising intrusion of privacy, reducing fear and anxiety are key factors in reducing the potential costs or risks (Morrow 2001). This was achieved by undertaking an exploratory pilot study which included children in the research design. Two small friendship groups were arranged to ascertain the

effectiveness of initial research development and highlight potential weaknesses of the approach adopted. This approach provided some indication of the benefits and limitations of the research approach and informed the research design of the main study.

v) Privacy and confidentiality

Children are often concerned with the outcome of what they say (Dillon 2005). They may be worried about what will happen with what they say, who will see it and if their name will be disclosed. This study is transparent about procedures with everyone from initial gatekeepers to respondents themselves (Figure 3.10; Appendices 4 and 7). Reassurance and written confirmation on the collection, storage and use to which the data will be put are offered at the earliest stage of involvement. From the introductory leaflet requesting participation to the arrangements of meetings, reassurances are offered on the needs and protection of the child.

vi) Selection, inclusion and exclusion

Hooper (2004) explains 'the psychological development of the target market is the core consideration when selecting an appropriate research methodology' (Table 5.4). Hooper also recognises that children's powers of rationalisation develop over a period of time and that the age and stage of the child (in terms of social development) are important determinants for the types of questions developed. This case argues that this also applies to the age and stage chosen in undertaking this particular piece of research, indications are that the 'early' and 'mature junior' are at a stage when the cognitive process of 'thinking' is developing. Additionally, Dillon's (2005) guide to the recruitment process can be applied directly to this study. However, this raises questions on the issue of opt in or opt out options. Anderson (2005) recognises that 'children are rarely free to decide for themselves whether to participate or not.' This has implications for gatekeeper contribution to the opt-in/opt-out issues. Anderson (2005) views the opt-in option as more ethically justifiable, but as methodologically problematic for quantitative data collection and that the opt-out option is more convenient and leads to high levels of participation. However, the opt-out approach could be construed as being unethical due to its coercive nature. This study therefore adopts the opt-in option to participate in the research, however once in, an opt-out option is offered at every other stage of the research.

vii) Implications/expectations of funding

The dangers here arise when funding is raised from agencies which might be seen as causing harm to children such as fast food chains or alcoholic beverage companies. The question might arise regarding why such companies wish to research children. Morrow (2001) asks whether funds for research should ethically be raised from agencies that encourage business activities with children or should funding only be sought from those agencies whose activities do not harm or coerce children? Other questions arise in terms of time and resources which will enable the researcher to communicate effectively with children, to collect, collate and analyze data and to reimburse any expenses accrued by respondents and their families/schools/clubs. Finally, should children receive payment or some

reward for assisting with the research? This study was funded by the Robert Gordon University which employs the researcher and sufficient time and resources have been allocated in terms of research development. However, the question still remains over the issue of reward. Similar studies have offered small gifts or front covers on research questionnaires for painting/colouring and keeping prior to data collection (SIRC 2000). This study began with exploration therefore during this period no overt rewards were offered. Those involved had fun in each others' company where they considered questions then offered verbal and drawn responses. However it was considered appropriate to offer a small 'thank you' to each participating child in the form of a choice of gift such as a small shaped school eraser, pencil sharpener or small coloured pens or pencils. Each child was permitted to choose their own preference.

viii) Implications for research aims and methods

The research aims of this study were to explore the degree of influence socialization agents have on internal and external motivation to make sportswear brand choices. In an attempt to address these issues it is necessary to probe conflicting internal and external motives by questioning children independently within friendship group situations. The design of the research process was aimed at the appropriate age and stage of the respondents and offered an opportunity to make comments or note complaints. In order to maximise the effectiveness of responses an exploratory study was undertaken with friendship groups when the topic was introduced and the children were asked for opinions and comments on additional appropriate questions or methods for progressing with the research. This had the effect of highlighting any weaknesses in the initial research design by allowing the children to assist in the planning stage. This in turn adds to the element of perceived ownership by the children, accountability of the researcher and offers further justification for the study.

ix) Nature and use of the research

It is important to provide both children and gatekeepers with details of the purpose of the research, the methods to be employed, the timing, benefits and outcomes of the research. Specific information and transparency are key to gaining consent, encouraging openness and reassurance on the justification of the research premise. Morrow (2001) recommends the use of a leaflet (which the children/gatekeeper can keep) offering information on the study process, rationale, contact details and space for comments, questions or complaints. This approach was adapted and an introductory opt-in request brochure was developed to be both parent/guardian and child friendly (Appendix 4).

x) Consent

Here the question arises over the impact of being conscious research is being undertaken. This may have the effect of changing the child's behaviour resulting in at best useless data, and hence encompasses the issue of covert research. Proponents of covert research methods argue that much 'open' research is in fact based on covert research (Herrera 1999). However it is argued here that

covert methods, such as some forms of observation, will not, on their own, fulfil the measurements demanded of the research questions. In this instance consent is sought in order to obtain agreement through trust, to minimise the invasion of privacy and to open the field for further research. Consent therefore must be sought from educational authorities (Appendix 2: Director of Education – regional); individual schools or clubs (Appendices 3 and 6); parent/guardian and child (Appendix 4). In terms of the child, informed consent is preferred with an 'opt-in', rather than 'opt-out' approach being adopted (David et al. 2001) however an 'opt-out' approach is deemed appropriate should the parent or child not wish responses to be recorded (Appendix 7).

xi) Dissemination of research findings

It is anticipated that findings from the study will offer a balanced report based on a range of evidence which will be of interest to academia, policy makers and commerce. It is important respondents and other interested parties (academic and practitioner journals) are advised of the use of the research findings. Reassurance and short reports of the key findings should be offered to the respondents and their gatekeepers to remove any concerns over confidentiality or stigmatising of groups. Information should also be offered on the use of the research findings in terms of public policy and potential educational inputs.

xii) Impact of research on children

It is important the researcher recognises the potential effect the results of the research will have on the respondents, both as individuals and as a group. Research models, the research reflexive in terms of self-directed action, the conclusions drawn all have an impact on the respondent. Morrow (2001) recognises the need to adopt the positive when describing responses or respondents, the need to avoid stigmatising groups and the need to decline from adopting discriminatory terms, that children should be listened to impartially and with respect to their own worth in order that they maintain their dignity. Again, allowing a review of conclusions from the study will allay these concerns. The involvement of children in the research process highlights a number of ethical considerations as indicated by a number of studies. This is due to children's reduced autonomy and general inability to provide informed consent. This study has attempted to meet legal and ethical responsibilities in order to minimise complaint of the research process adopted. The approach adopted minimises these concerns by firstly following the limited regulatory guidelines protecting children from the commercial research process, secondly by undertaking the research in a protected and familiar environment, thirdly by maximising comprehension of the rationale behind the study and the understanding of the research process, and finally by considering the appropriate cognitive and developmental age and stage of the respondents. Five ethical considerations (Table 3.10) for commercial research with children are therefore recommended. Each of these considerations is defined for increased specificity of use within this study:

i) Transparency

Rationale and justification for including children in the study should be evident from the conception of the research project. Communication and dissemination of these considerations should be made available to all involved and to those expected to be involved in research decisions e.g. the 'establishment' such as schools and clubs, parents/carers and children themselves.

Table 3.10 Five Ethical Considerations when Undertaking Commercial Research with Children.

Consideration	Approach in Practice
Transparency	All gatekeepers Rationale and justification for the study
Involvement	All stage involvement from permission to research design
Considered Consent	Increased autonomy
Reassurance	On confidentiality and anonymity Benefits of research
Freedom of Choice	Opt-in/Opt-out

Source: Author (2006).

ii) Involvement

Carers and children should be involved at each stage of research development process. This may include the way in which the research design itself is developed. By early involvement an element of ownership occurs encouraging a willingness to participate and objective responses to be offered.

iii) Considered consent

It is recommended to increase autonomy through information for all. Whilst carers may agree to the child participating in the research process, it is important that the child understand that he/she has an independent choice. Dillon's (2005) recruitment process (Section 3.5.1) is adapted to the study and identifies the route adopted to gaining consent. This maximises the opt-in/opt-out options available to gatekeepers and respondents at any stage of the research process. This also has the effect of reassuring all involved in the research process that the best interest of the child is more important than the research itself.

iv) Reassurance

Reassurance of confidentiality, the use to which the research will be put and associated risks and benefits should be clearly defined in a cognitive format suitable for each group. Emphasis should be

placed on anonymity to protect the child from identification. Reassurances that the findings will be reported in a form which will avoid or minimise the perceived risk of ridicule should be emphasised. The benefits of the research should be clearly explained to both gatekeepers and respondents, in this instance, the perceived need of educational input to dealing with commercialism in contemporary society.

v) Freedom

The option to opt-in, opt-out, leave, seek further reassurance should be made evident for each individual. This approach is aimed at protecting the rights of the child, reassuring gatekeepers of the research intent, ensuring superior quality and valuable research and offer protection to the participant and the researcher. The recruitment process is adopted for this study indicates the route which will incorporate the above recommendations. This process provides the potential to develop an ethical infrastructure which allowed for a bottom-up approach to raising awareness and encouraging participation.

In conclusion, this study suggests that when undertaking research with children within the commercial field, the needs and safety of children are as important as they are within the fields of medical and social science research. Clear justification for the purpose of the research should be clear in the minds of the researcher, gatekeepers and children themselves. Research should not be based on the needs of the organisation seeking profitable approaches to persuade children to buy into their product/service sector, but should be based on understanding the needs of children themselves which in turn offers insights into the requirement for social policy and education. It is suggested that current voluntary guidance on commercial research practice is not sufficient to protect children from unscrupulous research practices and that the commercial forum should turn to the medical and social professions for conclusive guidance on the ethics of researching with children.

With an ever increasing concern for individual protection and right of privacy, there has developed a great emphasis on the importance of ethical issues in all aspects of human life. Research is no exception. It is important to consider the ethical issues that influence research design, procedures and ultimately, conclusions. Subjects who are capable of making decisions should have the freedom to participate on a voluntary basis and should be fully informed about the study being undertaken. When processes such as questionnaires or interviews are to be used, consent can come at the time of involvement, however when research is incorporating children in environments out-with parental control it is deemed necessary to progress through the gatekeeper structures to gain agreement to participate. Subjects should be assured of privacy and when possible anonymity.

3.7 SAMPLING STRATEGY

Liamputtong and Ezzy (2006) suggest a rigorous methodology be it positivistic or interpretive, adopt a sampling strategy which is purposive and which allows the phenomena to be described. To improve reliable estimates within this purposive study, the sample choice was deemed to be representative of the population within the region and in order to reduce the degree of sampling bias a non-probability census approach was adopted to provide the widest section within the population.

The first step was to identify the most appropriate venue for undertaking research with children. The school environment was deemed to be the most opportunistic venue due to a number of factors: for example, according to Tisdall et al. (2010) schools give access to a large and captive audience, schools are a convenient venue for respondent availability in the same place, at the same time, and are appropriate within region identification of social background. All schools were contacted after permission to approach them was gained from the Director of Education.

This also offered the opportunity to undertake a census approach for respondent participation, which had the advantage of permitting all boys within Primary Six and Seven the opportunity to participate. None were excluded. However a number of schools declined to be involved and so for parity of inclusion the first two schools from areas of high employment, medium employment and low employment to agree to participate were selected (judgemental) for further contact which also added to the opportunity to identify social background factors. Area of employment was used rather than by average income due to a lack of differentiation of income within the Aberdeen catchment area (Appendix 8). Unemployment trends provided a clearer definition of schools within the School Catchment Areas (Appendix 9).

In line with best practice identified by Alderson and Morrow (2004) the boys, and their parents, were permitted to give informed consent to participation. Respondents were offered an opt-in (Appendix 4) and opt-out (Appendix 7) opportunity. The opt-out opportunity related to permission to record discussions. From an interpretivist approach, grouping 'bunches' of respondents recognized the individual differences as central to the study which in turn led to the development of explanations concerning a population (young males of eight to eleven years, residing in a major city the North East of Scotland). Whilst it is seldom possible to study all components of the population, particularly children, this study reduced the limitations of small scale studies by increasing the number of groups from different schools within the region. This approach adopts the views of McGivern (2009) who suggests it is 'abnormal' to conduct less than four focus groups.

Within this study the population was defined as 'male children between the ages of eight and eleven who go to school in Aberdeen, Scotland'. Figure 3.8 identifies considerations based on the identification of the population, the sampling unit, the sample frame, and the sample size. It was then necessary to identify gatekeepers and their roles within the education environment as first point of

contact, then to acquire access to families and children for additional permission for contact and inclusion.

Figure 3.8 Sampling Strategy

POPULATION (N)	The 2005 mid-year total population estimate for Aberdeen City stands at 202,370. For males within the age group specified (8-11 years) a figure of 4,146 (all schools) is recorded (General Register Office Scotland 2005).	Male children between 8 and 11 years of age, residing in Aberdeen, UK
SAMPLING UNIT	The sampling unit consists of Primary Schools within the Aberdeen City catchment's area. The Pupils in Schools Publications as published by the Scottish Executive (2005).	Primary Schools within Aberdeen City, UK (94)
SAMPLING FRAME	The sample frame relied on those Primary Schools within the state sector only, as a wider range of social backgrounds could be accessed.	State Primary Schools within Aberdeen City, UK (59)
SAMPLE SIZE (n)	The maximum class size of Primary 6 and Primary 7's in Aberdeen is 33 for a single class and 25 for a composite class (Scottish Executive 2005). However, the number of single and composite classes within any particular school varies from year to year. Taking the overall average size for a class is therefore seen as the more statistically accurate approach to adopt. In viewing the previous two years it can be seen that the average size of class for 2005 has fallen from 23.9 in 2004 to 23.6.	Total class approach per school (census) (average size 23, P6&7, 46/school). Equals 276 potential respondents

Source: Author (2013).

i. Sampling Method

According to Liamputtong and Ezzy (2006) the choice of sampling method is governed by the study objectives, the research budget, the information and sample frames available and by the interests and aptitudes of the researcher. A non-probability, purposive approach is adopted for this study. Invitations to participate were sent to all male members of the class and their families (Appendix 4).

This incorporated a census approach within the Primary Six and Seven classes of each school where each respondent was firstly offered the opt-in option (Appendix 4) to take home and return by the end of the school week. Once numbers were gained on those agreeing to participate, arrangements were made for when data collection would take place. Prior to data collection the opt-out option was sent to families, again to be returned by the end of the school week. This identified those children who were

willing to be recorded during the discussion stage of data collection (Appendix 7). The rationale for this approach is further supported within the section on the ethics of research with children.

Following the strategic sampling strategy approach the following equation emerges:

Total number of potential pupils in Primary 6 and 7, between the ages of 8 and 11 years:

[59 schools x 23.6 = 1,392.4] x 2 (P6 & 7 pupils) = 2,784.8 pupils

The figure of 2,784.8 encompasses both male and female pupils, it is therefore necessary to determine the percentage of the total population which is male (Table 3.11).

Table 3.11 2005 Mid-Year Population Estimate – Aberdeen City

Age	Male	Female	Total	%'age male
8	1,025	919	1,944	52.7
9	1,009	921	1,930	52.3
10	1,050	990	2,040	51.5
11	1,062	1,030	2,092	51.0
Total	4,146	3,860	8,006	52.0

Source: General Register Office (Scotland) (2005).

The figure of 4,146 represents male pupils in Primary 6 and 7 between the ages of eight and eleven years.

The next step was to establish whether a complete enumeration (census) was to be the sample focus or to calculate mathematically a smaller but equally appropriate sample size. As the population has a number of homogeneous characteristics it might be argued that a sample of one may be sufficient to measure particular phenomena, but as individual personalities and behaviours tend to be more heterogeneous the census approach offered not only a quantity of data but also maximized the quality of data gathered. Due to factors out-with the researcher's control, such as non-response possibilities, absence or a change of mind/intent to participate, the final sample size was inflated to preserve the final numbers and precision of analysis. A non-probability, judgemental sampling approach was adopted for this study. Here the judgement of the researcher determined the choice of schools within a defined city. This purposive sampling approach was adopted to provide a cross-sectional consideration of social background. This social stratification could have been based on average income in each of the catchments areas (Appendix 8), however it was noted that the average incomes of Aberdeen wards, as defined in the 2006 restructuring, offered little variation. In order to maximize the social variance the use of unemployment trends for wards was seen to offer clearer social strata insights (Appendix 9), (Figure 3.9).

Figure 3.9 Sampling Approach

| Purposive Sampling | → | School selection:
• Two from high employment catchments area
• Two from average employment catchments area
• Two from low employment catchments area |

| Census within school | → | Respondents (46/school = 276 pupils):

• Groups of 4/5 per class
• 8-10 males per school
• 48-60 males = 17.4%-22% of population |
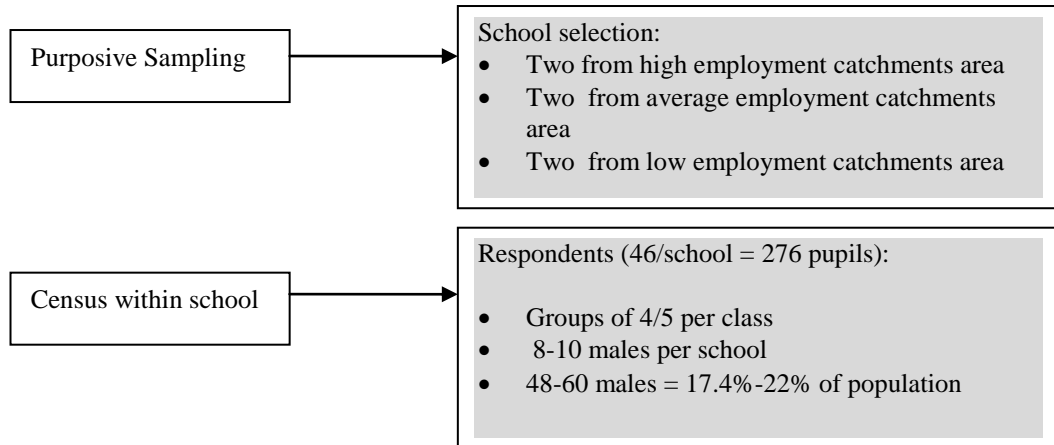
Source: Author (2013).

In this study it was necessary to consider the non-response factor. For example, if the non-response factor is estimated to be around 25% (e.g. due to those children who are absent, those who change their minds about being involved in the research, those who do not wish to be involved or whose parents decide their children will not be participating in the study) this would have an effect on final respondent numbers. The removal of 25% of potential respondents from each school reduced the final sample to 36-45 pupils per school. This altered figure 3.9 thus (Figure 3.10):

Figure 3.10 Refined Sampling Approach

School selection:

• Two from high employment catchments area
• Two from average employment catchments area
• Two from low employment catchments area

Respondents minus 25% non-response factor:

• Groups of 4/5
• 2 classes (8-10 pupils per school)
• P6 + P7 = 2 sessions per school
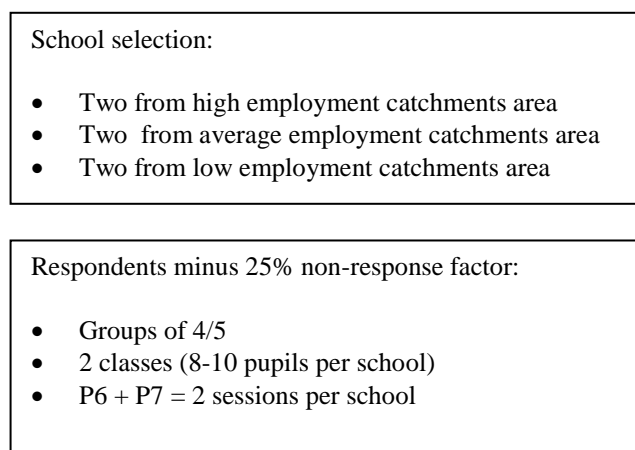
Source: Author (2013).

The minimum number of respondents which were expected to participate within the six schools selected equalled (36-45 pupils per school) divided by 276 (census within schools) = (13%-16%) respondents between ages eight and eleven years in Primary's Six and Seven in Aberdeen City. The recruitment process (Section 3.7.1, Figure 3.11) indicates pupils were held in reserve should numbers fall below an effective sample. Whilst not associated with qualitative sampling, this minimal expectation of respondents was sufficient to validate the characteristics of those involved in the research and adequately meet the objectives of the study. An important consideration within this

study was that of theoretical saturation (Bowen 2008), more of which is offered within Chapter Four on analysis of findings. Whilst respondent samples were forthcoming for participation in this study, it was recognized that the 'stop point' may have taken longer to reach had the number of respondents participating not reached a theoretical saturation point. As themes began to re-emerge across schools a natural 'stop point' was identified.

ii. Sample Size (*n*) – What actually happened

Post evaluation of the pilot study and associated changes, a letter of request to approach schools was submitted to the Director of Education requesting permission to approach primary schools in Aberdeen (Appendix 2). Once permission was gained emails of requests were then distributed to School Heads (Appendix 3). These letters introduced each Head of School to the research premise and approach to be adopted. On receipt of support arrangements forms were provided to children and their families with an expected return within one week (Appendix 4). Numbers of respondents agreeing to participate were ascertained and agreement was made with staff, via the head teacher, on the most suitable times for data collection to take place. Arrangements forms (Appendix 7) were then provided to each pupil making note of the time of data collection and offering an opt-out option should the child or parent not wish recording to take place. Numbers of respondents participating varied from school to school (Table 3.12).

Table 3.12 Number of Participants per School

School (Coded)	Number of participants		
	P.6	P.7	Total
BA (Medium employment area)	6	6	12
CU (High employment area)	7	7	13
DP (Medium employment area)	4	5	9
MI (High employment area)	5	5	10
WRP (Low employment area)	Composite class		3
WPS (Low employment area)	Composite class		6
Total			**53**

Source: Author (2013).

The number of respondents participating represented 19% of the population of 276.

A number of problems were encountered when attempting to collect data:

a) Time: Reminders had to be sent to schools on a number of occasions regarding the need to communicate on arrangements

b) Flexibility: Arranged times became unsuitable as other issues had arisen e.g. visit to P7 by secondary school guidance staff in preparation of moving up to secondary school; tests taking place with children who had missed the previously arranged times: school concert dates being changed due to inclement weather; bad behaviour resulting in respondent/s being withheld from participating in data collection

c) Cognition: Some teaching staff simply did not grasp the requirements for data collection resulting in further email communications, telephone calls and visits

d) Requested responses from each school simply did not always take place

3.7.1 The Recruitment Process

The recruitment process became a somewhat laborious and protracted process, taking a number of months (Table 3.13) to progress through the gatekeeper stages.

Table 3.13 Collecting Data: Timetable

Date	Arrangements
January 2006	Letter sent to Director of Education introducing self and research topic (Appendix 2). Request made for permission to approach primary schools in Aberdeen. Permission received within one week.
January 2006	Emails sent to Heads of schools (Appendix 3) in Aberdeen introducing self and research topic. Request made for access to school pupils and for meeting to arrange suitable times.
March 2006	Visits to Heads agreeing to participate within catchment areas. This approach often required repeated requests due to the lack of response or difficulties in making decisions at that time. Follow up emails and/or telephone calls were required.
May 2006	Arrangements were made with teaching staff (via Heads of school) for suitable dates/times in the coming year for permission form distribution time-scales, researcher attendance and data collection possibilities.
August 2006	Permission letters for parent and child were distributed to schools for children to take home and return within the week (Appendix 4).
August 2006	Returned permission letters were collected for sorting into those who agree and those who did not agree to participate in the research.
September 2006	Final dates were arranged with Heads and teachers based on those schools and pupils agreeing to participate.
January 2007	Data collection arrangements forms (opt-out) were distributed to each school one week prior to agreed dates for data collection advising parent and child when data collection would take place and offering an opt-out to being recorded (Appendix 7).

Source: Author (2013).

It was important to consider the recruitment process in some detail prior to accessing gatekeepers and respondents.

Dillon's (2005) research process model was adopted to consider the key stakeholders associated with this study (Appendix 14).

Figure 3.11 The Recruitment Process
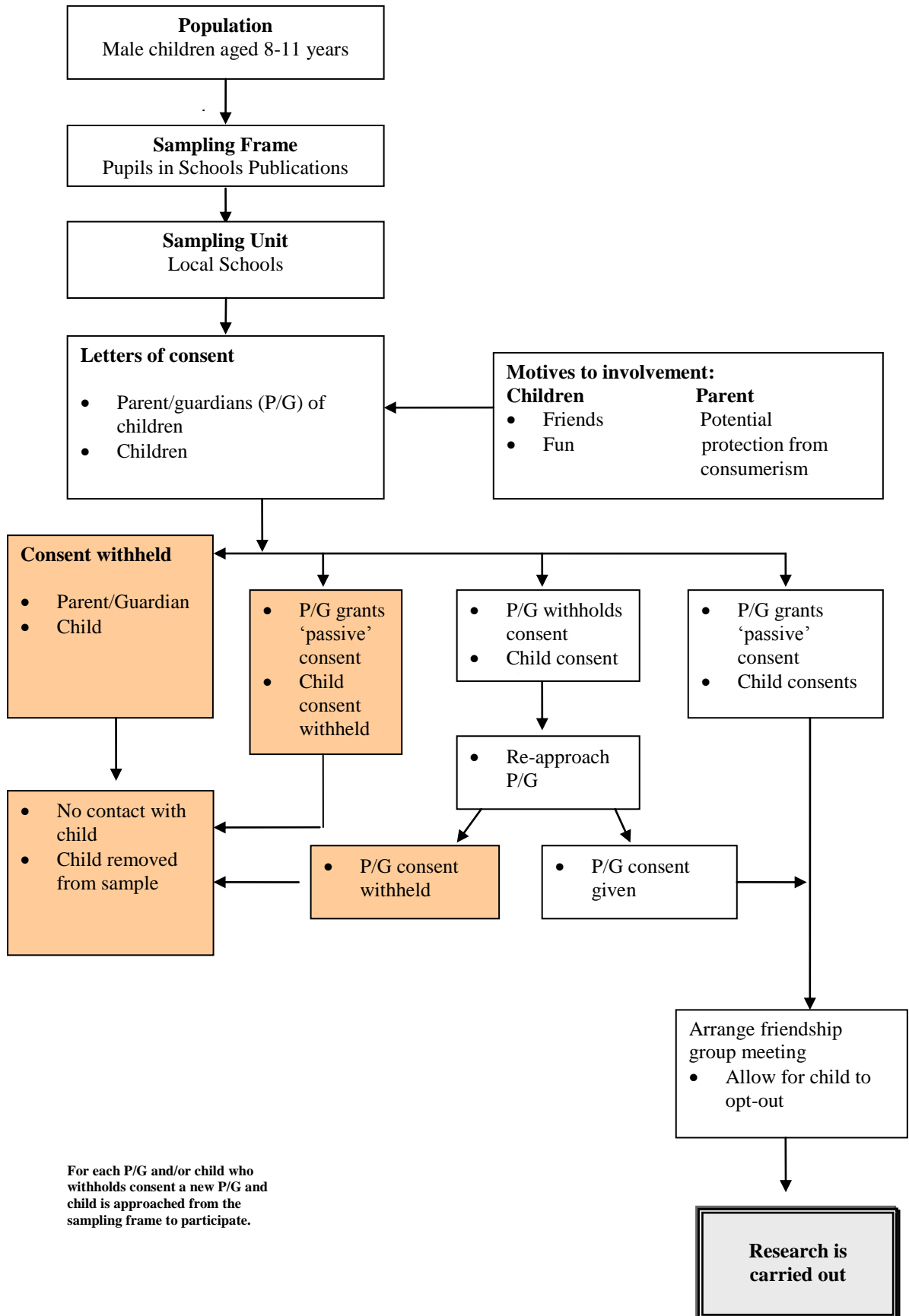
Source: Adapted from Dillon (2005, pg.68).

From these points data collection took from January to May 2007 to complete (Table 3.14).

Table 3.14 School Data Collection Details

School (Coded)	Friendship Group I (Primary 6)	Friendship Group II (Primary 7)
MI	Friday, 5th January 2007 P6: 10.45-11.30	Friday, 12th January 2007 P7: 10.45-11.30
CU	Tuesday, 16th January 2007 P6: 11.30-12.15	Tuesday, 23rd January 2007 P7: 11.30-12.15
DP	Friday, 2nd February 2007 P6: 10.45-11.30	Friday, 16th February 2007 P7: 11.30-12.15
WPS	* Wednesday, 7th March 2007 P6: 13.00-13.50	Wednesday, 14th March 2007 P7: 13.00-13.45
BA	Friday, 20th April 2007 P6: 10.45-11.30	Friday, 27th April 2007 P7: 11.15-12.00
WRP	* Thursday, 10th May 2007 P6: 10.45-11.30	Thursday, 17th May 2007 P7: 10.45-11.30

Source: Author (2013).

* Whilst 2 dates were set for each school it should be noted that WRP and WPS consisted of composite classes and therefore only one date of attendance was necessary.

3.8 ASSUMPTIONS AND LIMITATIONS

As noted in Chapter One, the study of people, particularly children, opens up many philosophical questions and queries. An immediate problem or question identified within the aim of this study was the ethical conundrum of attempting to study (ology) the intrinsic reactions (psyche) of children. In attempting to surmount the phenomena of reactions it was necessary to find an appropriate way, a perspective, to researching children.

This study identifies 'hunches', 'impressions' and 'new knowledge' from the incoming data and information. Furthermore this study does not prove a position but rather adopts the stance of suggesting the beginnings of a 'laddering' approach (Malhotra and Birks 2003; Reynolds and Gutman 1988; Veludo-de-Oliveira et al. 2006) to gathering insights to phenomena. The research is therefore described to be at the early stages of developing insights into the evolution of young male consumers.

The methodology adopted developed a robust and ethically considered approach to the research premise. The need for methods of data collection suited to children (Grieg et al. 2007; Marshall 2010; Prinstein and Dodge 2008; Tinson 2008) was also recognized. The 'comic strip' projective technique was been adopted to accompany friendship group discussions which not only added an

important element of interest for the children, it also provided a flexible method for gathering reactions from children, with different cognitive abilities and artistic skills, to the socialization agents included in the scenario. The implications for data analysis remained the same in terms of analysing verbal or visual reactions to the scenario.

In planning and executing research certain assumptions and established limitations have been identified and were used to determine basic premises, provide guidelines and identify restrictions. This helped support the specific design and procedure for the project. For example, one assumption was that meaningful data could be collected through the use of questions. This in turn was supported by adopting a projective data collection method. An additional assumption was that the subjects within the population had sufficient background to provide the information needed. Limitations were cited in relation to the time frame for data collection, the number and type of data collection devices adopted and the number of variables included in this study which incorporated the consideration of practicalities such as:

   i.   The time of year. When Primary School settings are chosen as the venue for data collection it was important to note that during the summer months it is not possible to reach the targeted participants

  ii.   Agreement of involvement was a long process as gatekeepers such as teaching staff, parents and child had to be contacted. Responses to leaflets (Appendices 4 and 7) were not always returned in a timely fashion, children 'forget' to return forms and arrangements had to change on occasion due to occurrences within the school; for example, visits, shows, exams

 iii.   Slow responses to requests required constant emails, phone calls and/or repeat visits to the school

  iv.   The numbers participating could have been greater in some schools; for example, those from lower employment catchment areas

   v.   Children's personal abilities varied with age and stage, mood and/or group interactions

  vi.   Interview effects during friendship group discussions were minimized for interviewer bias, giving cues, group interactions

 vii.   Misleading or accommodating responses were discouraged through the adoption of a naturalistic, qualitative approach to data collection.

3.8.1 Development of the Pilot Study

Initially a pilot study was undertaken with a local Scout group. A letter of request was sent to the local Scout Group Leader (Appendix 6) identifying the research premise and requesting permission to approach the boys and families with a permission slip. Once gained, the permission slips were distributed during normal Scout meeting times with instructions to return the slips during the following session (1 week). Once slips were returned arrangements where made (for following week)

to group the boys (4/5 individuals) for data collection within the Scout hall. An adjoining room was allocated for the data collection process. Identification of the pilot process and an evaluation of the methods adopted are offered within Appendix 18. A number of limitations were identified which led to the consideration of a more effective approach to explore phenomena. The evaluation of the pilot study was interesting as the limitations identified within Appendix 18 led to a move away from the mixed method approach to data collection to a multiple approach for the exploration of socialization experiences and resultant reactions.

3.9 CONSIDERATION OF DATA ANALYSIS TECHNIQUES

This section offers a succinct consideration of the types of data analysis approaches which could be adopted for this study. Prior to data analysis a number of steps were undertaken (Figure 3.12) for analysis of data collected within this study.

Figure 3.12 identifies how the steps in data analysis were developed for this study (shaded boxes). These steps are expanded upon within Chapter Four.

This study takes a grounded approach in developing theory from data (Glaser 2002) by adopting a two stage qualitative approach to data collection. Firstly it was necessary to sort the data into similar frameworks to assist with descriptions of what was happening (Hussey and Duncombe 1999). The analysis was supported by the grounded method where the researcher reflected on conceptualizations which required coding and linking, hence offering the potential to re-evaluate the data at a later stage; for example re-evaluating findings from discussions when analysing data from the projected responses (Glaser 1998; Glaser 2002; Glaser and Strauss 1967). Verbatim comments were used to give the data 'life' and to further identify the 'lived' experiences of the respondents. The data retrieved were analysed and interpreted based on complex, detailed and contextual underpinnings. Friendship group discussions were transcribed and social reality was explored through the identification of emerging themes. The contribution of the comic strip approach allowed for the collection of reactions. Reaction to the projective scenario were analysed for content and recurrent emerging themes. Commonalities and differences between the discussion responses and reactions were compared.

In order to analyse the data collected there was a need to firstly provide an identification of the main themes emerging from discussions and secondly, interpret the content of the projective responses, each of which are identified further within Chapter Four.

Figure 3.12 Steps in Data Analysis

Step 1 Preparing Data	Storage, developing transcripts from recordings, descriptive and thematic coding, data displays and tables are offered.
Step 2 Checking Data Integrity	Each question is checked to ensure responses are reasonable and within a specified 'normal' range.
Step 3 Data Analysis (using an appropriate qualitative approach)	Coding, categorizations, classifications are developed for replicability and reliability.
Step 4 Explore relationships within and between measurement parameters	Comparisons are explored for example word frequency. Relationships across age, school, region are explored.
Step 5 Interpret data (in relationship to objectives and conceptual frameworks)	Methodological rigour is adopted to indicate how interpretation was achieved. Primary texts, drawings and direct quotes are offered and provide evidence of that on which the analysis is based.
Step 6 Test appropriateness of framework	**Philosophical** framework is appropriately based on the ontological assumption that the child's reality is a projection of their own thoughts. **Theoretical** framework offers explicit statements of theoretical assumptions and their relevance to this study. **Conceptual** framework identifies key factors for exploration. Pilot study tested strengths and weaknesses.

Step 7
Appropriate
REPORT

Step 7
Inappropriate
REFINE MODEL/
COLLECT NEW DATA

Source: Developed from Miles and Huberman (1994).

3.9.1 Making Sense of Qualitative Data

Many researchers describe qualitative data analysis as an art and an interpretation which cannot be formalized in terms of figures and facts (Denzin and Lincoln 1994; Lofland and Lofland 1995). Only through immersion in the raw data, with reading and re-reading, can the aim be met, that is, to disseminate, to discover and to understand that which at first appears to be chaotic confusion. In exploring the numerous potential interpretations within this study, new perspectives, new linkages, new understandings and theories have emerged (Liamputtong and Ezzy 2006). This study adopts a two stage qualitative method for data collection. This necessitated the analysis of discursive feedback and a critical analysis of projective investigation (comic strip drawings and accompanying

statements) which in turn was supported by an understanding of the psychological and social developments identified within the literature on children's development and socialization processes in Chapter Two.

Developing a deep understanding of the reasons behind the individuals' behaviour required the adoption of a more holistic approach to data analysis (Dilthey 1979). The interpretative approach connected the children and their behaviours within the context of contemporary society, and within a cultural setting. By using the projective technique the researcher was able to offer a two-dimensional representation of children's views at the time of responding. Whilst a number of criticisms of projective techniques have already been identified, and a number of associated problems illustrated, the advantages of this approach took into consideration children's cognitive abilities and social development stage. Whilst the researcher acknowledges that all methodologies are reliant upon the fundamental epistemology which drives them, it was recognized that this method required analysing meanings associated with drawings and text. This was achieved within this study through the identification of themes emerging from social interactions (Coolican 2009; Kassarjian 1977; Proctor 2003) and through the interpretation of respondent's experiences, providing an 'insider' perspective (Conrad 1987; Smith 1996; Weed 2005). The qualitative data analysis techniques (key and supportive) adopted offered dependability, confirmability, credibility and reflexivity. Coolican (2009) suggested that for some research projects specificity of data analysis cannot be based on an individual method. This was relevant within this study due to the different 'collection points' used within the multi-method approach adopted.

Data analysis is perhaps the most complex and mysterious step of the qualitative project, as indicated within this study by the key constructs requiring consideration. The analysis of each stage was dealt with individually in relation to the descriptions of emerging themes however they were not considered as separate constructs but as multi-dimensional/multi-relational constructs. Hence, in this instance, the first step considered when working with children was learning as much as possible about the respondents as individuals. As analysis progressed the research was able to detect commonalities as well as variations, leading to the development of clear knowledge and understanding of emerging phenomena. This study did not simply create a database of who performs in what way. This would not have permitted the researcher to transform raw data into new knowledge. The analysis of this study followed the recommendations of Miles and Huberman (1994) who suggested the qualitative researcher engages in active and demanding analytical procedures at each stage of the research process. For example, Table 3.15 illustrates how the analysis of imagery and text was taken into consideration for this study.

Table 3.15 Analysing Imagery and Text

Imagery		Text		Analytical Process
IMAGE	Know what it is. Can identify the immediate impact.	WORD	Articulation of expressions identifies responses.	Interpretive
Simple, direct	Identify episodic processing. Scrutinizes degree of rationality versus emotionality.	Clear statements	Positive versus negative responses are be identified.	Identification and interpretation of key themes emerging
Involving	Identifies mood and affect. Relates to characteristics identified. Questions possible experiences through for example friendship group discussions.	Can be one word or statement	Accommodates different degrees of cognitive ability	Analysis of themes within content to identify phenomenon

Source: Author (2013).

Qualitative research approaches are becoming more creative with the adoption of recorded observations (including video) (Alderson and Morrow 2004), focus/friendship group discussions (Marshall 2010; Tinson 2009), texts and documents, multi-media sources, photographs, diary accounts and projective/story line developments (Grieg et al. 2007; Tinson 2009). It can be seen that these approaches are aimed at exploring and uncovering knowledge about how children feel and think about the situation they are in at any particular time. This does not, however, take into account the validity of those feelings and thoughts. Nevertheless, the qualitative aspect of this study relies on an inductive reasoning process to interpret and structure meaning derived from the data. Within this study, inductive reasoning is used to generate ideas from the data (hypothesis generating) rather than adopting deductive reasoning which arises from using data to support or refute an idea (hypothesis testing) (Liamputtong and Ezzy 2006; Miles and Huberman 1994; Coolican 2009). Images and words were adopted as a route to building reliable conveyance of the meanings underpinning reactions. This study followed the recommendations of Miles and Huberman (1994) for analysing qualitative data by:

i. Transcribing and locating words and/or phrases (Appendix 11)

ii. Creating word lists, individual response codes, occurrences of words or actions (Appendix 12)

iii. Creating indices and frameworks (identified within Chapter Four)

iv. Segmenting texts and words (Appendix 12)

v. Categorizing by developing codes for surface and deeper-level information (identified within Chapter Four, Appendix 17 and Appendix 17.1)

vi. Connecting responses through categorization of linkages (identified within Chapter Four)

vii. Display of data (Chapter Four)

From these points of reference, conclusions are offered and verified through interpreter analysis, and theory is built through the conceptualization of explanations. Graphic mapping is offered to elaborate on findings within Chapter Four.

3.10 METHODOLOGICAL IMPLICATIONS

Prior to summarizing this chapter it is necessary to consider the methodological implications of research with children and the approach adopted within this study. The aim of this study is not to generalize findings but to inform on phenomena and contribute to theory on this group of children's involvement with sportswear brands and with consumer socialization agents. It is believed that a clear audit trail is offered which lead the reader to identify clear links between the data, the interpretation of the data and the conclusions arising from the data, hence offering opportunity to judge the credibility of the study and opportunities arising from the study for further inquiry within this interesting and evolving consumer field of research. Consumer behaviour can be observed and classified, even manipulated therefore it is relatively easy to observe how people interact within the socialization process. There are, however, many more difficulties associated with identifying and evaluating the emotional phenomena which control and accompany behaviour such as feelings or action tendencies or responses. As these processes occur inside our head they are not directly observable. We may gain a glimpse from an individual's report on thoughts, feelings or indeed motives or we might observe these thoughts, feelings or motives through the individual's expressions or actions. However here we are limited by the degree of inference necessary in evaluating the response. The two stage qualitative methodology has built on previous 'child-centric' approaches to research and has added elements to assist in probing deep seated, intrinsic reactions in a child's decision-making process situation. The methodology adopted within the current study increases the contribution to research methods by encouraging the research respondents to become actively involved in a research process. This embraces pioneering research methods aimed at incorporating a qualitative procedure involving friendship group discussions and projective technique drawings. The design of this top-to-bottom perspective embraces childhood as a separate culture within social agency, where children were communicated with in their own language and where they are encouraged to express their own experiences, thoughts and feelings in their own voice. The children were permitted to tell their own stories in their own words and in their own story telling/comic strip drawings. This offers flexibility to those children who felt they could not draw sufficiently and preferred to offer a written response. Barker and Weller (2003) consider the strengths and weaknesses of different approaches to research with children. Indeed they make note that much research involving children often results in research *on* children rather than research *with* children. Through an evaluation of the ethics of research with children (Alderson and Morrow 2004); the morality of research with children (Morrow 2008); and appropriate methods of research with children (Greene and Hogan 2005; Mauthner 1997; Punch 2002) a data collection approach was developed which firstly used questions to seek deeper understanding of a process. The process being explored was that

of a) thoughts (of how the children themselves interacted with socialization agent within the consumer forum); b) experiences (as the children saw them); c) perceptions (implications related to following the social norms or changing decisions based on external influencing social agents) which resulted in describing and interpreting WHAT was occurring within the child's social environment. This adopted the familiar qualitative approach of discussions with children (Greig et al. 2007; Marshall 2010; Tinson 2009). Deeper exploration entailed adopting a more interpretivist approach. Here studies based on psycho-analysis were used to support the development of the projective technique (Sections 3.3.2 and 3.4.1) and the adoption of projective drawing studies. Through an evaluation of the literature on learning and development (Section 2.2.1) it was recognised that young boys prefer semiotics to semantics. It was also noted that young boys prefer to read comics rather than books based heavily on text (Hesmondhalgh 2010). This led to the consideration of combining the projective technique of a drawn response with a) a potential story and b) a choice decision. It was felt that this approach would have the ability to keep the children's interest, help them understand the situation and encourage an intrinsic emotional response to each socialization agent. To take each data collection approach separately the following was determined.

3.10.1 Challenges of Friendship Group Discussions

The friendship group discussions supported the work of Alderson and Morrow (2004) in that children appeared to feel comfortable with group members around their own age and from a familiar environment. They were openly communicative, appeared comfortable in offering their own opinions and at ease when agreeing/disagreeing with each other. The use of name labels (including that used by the researcher) took the discussions to a friendly, informal level and allowed the researcher to make note of who made statements, the order of input and the degree of support, contradiction, contrast or disagreement. These discussions also permitted the topic area to be fully explored in order to clarify the key issues for consideration with the boys. This then further allowed for the evaluation of input against later findings from the projective comic strip scenario. During the whole process the researcher undertook the role of facilitator by keeping the focus of the children on track; clarifying any questions or difficulties the children had in understanding what was being asked of them; and generally maintaining a light, conversational tone. The overall aim of the research was to develop a semi-structured, child led, fun approach to data collection. It should nevertheless be noted that it is difficult to control the numbers taking part in this type of data collection. For example, the school and/or the teacher can make last minute changes to arrangements by a) not allowing participants to take part perhaps due to behavioural issues or testing/examination which is to take place b) some children change their minds at the last minute and others kept as backup are off school or are directed towards other school activities. It should also be noted that dealing with composite classes can throw up some difficulties, such as fewer children to gain access to due to smaller class sizes which can result in fewer children taking part in the data collection process. Whilst the composite (mixed primary 6 and 7) classes consisted of fewer children to participate in the research the interactions of

3-4 pupils was noted to be just as lively as those discussions with larger groups (4-5). The data collection process was simply quicker for example 35 minutes rather than 50 minutes. In addition the smaller numbers did not result in a lack of communication as the children still wished to proffer their personal views. As identified within section 3.5.1 ii), friendship groups are avoided with adults due to concerns regarding the influence of peers on responses. This sample chose mum over peers suggesting freedom from this potential bias.

3.10.2 Challenges of the Comic Strip Scenario

As identified within Chapter Three, a number of considerations arise when attempting to identify an appropriate data collection tool for research with children (Greig et al. 2007; Marshall 2010; Tinson 2009). All recognise the requirements identified by Alderson and Morrow (2004) with regard to consideration of ethics and the cognitive and social developmental stages of the demographic. Different studies have been identified within the literature (Chapter Two) of this study and their methodologies considered within Chapter Three. Whilst the use of projective techniques has been well documented, the challenge was to develop a method which would encourage a reaction and also incorporate an understanding of gender, age and developmental stage preferences and interests. Comic strips have previously been adopted within the areas of education (Alborze et al. 2000) and discussions with children suffering from autism and other developmental difficulties (Gray 1994; Pierson and Glaeser 2007). The plausibility of the comic strip approach to data collection within the area of research with children had not been identified, hence leading the researcher to a consideration of the development of a comic strip scenario within this study. This offered a new feature when undertaking research with young boys. This approach was deemed to be the most appropriate on three levels: a) age and stage in relation to the ethics of research with children (Section 3.4.2 b) the need to probe intrinsic reactions (Sections 3. 2 and 3.3.1); and c) how to develop a child centred research method based on 'fun' (Barker and Weller 2003). Hesmondhalgh's (2010) work on 'Books that Boys like to Read' also provided insights to male reading preferences indicating that young boys prefer '*funny stuff*', '*visualization*', '*aspects which reflect their own image of themselves*' and '*comics*'. The comic strip scenario adopts these four key pointers when offering the two options which encourage a reaction to firstly the figure of the mother providing the sports jacket for protection against the elements, and secondly for the group of peers who are suggesting the sportswear brand is not good enough. Overall, the boys liked the idea of responding via a drawing scenario. Some, as can be seen, used this approach to the full by illustrating quite threatening reactions to those who are confrontational (peers). Overall the responses to this scenario offered a wealth of data for analysis from the purely aggressive 'fight' response to the more rationalized 'flight' response. Nevertheless for this age and stage it should be noted that there were children who were not comfortable with their drawing abilities or who did not feel able to pictorially transfer their feelings and potential reactions as a drawing. For these children it was therefore important to be flexible and offer the ability to write responses in the response box. The comic strip scenario in this

instance only offered two scenes to respond to. This could be perceived as a limiting factor and consideration should be given to a series of scenes and so increase the potential response boxes for a storyline development. Furthermore, it is recommended the comic strip scenario be further developed for older boys via the virtual medium, for example an online comic strip development. This development, it is suggested, could further accommodate a study of role play by encouraging the development of personal avatars dealing with situations arising in the course of life experiences.

3.11 CHAPTER SUMMARY

The adoption of a subjective ontology has been supported by the recognition that this study explored children's social reality from a child centric, subjective perspective. The epistemological stance permitted the researcher to obtain insights into the phenomena of reaction. This approach offered revelations into interpersonal reactions within the child's social world which were not readily available through a more positivist stance. The qualitative approach adopted allowed knowledge to be gained from the children themselves, and was context bound hence it offered a more personal process to conceptualizing reality. The children were treated as conscious beings who volunteered their subjective knowledge and 'free' reactions to a given situation. Through the adoption of a qualitative approach, the interpretive epistemology offered the ability to contextualize the chosen methodology which was highlighted for its perspective, its ability to uncover an understanding of socialization relationships, and the phenomena underlying individual reactions within socialization relationships. By adopting a qualitative perspective, the researchers' ability to understand respondent views of their lived experiences, as told through their 'own stories', was enhanced. Friendship group discussions were an appropriate and natural choice of research tool as they addressed the issue of the child's 'lived experiences' associated with the phenomena within a familiar and safe environment. The friendship group best suited these participants as this method caught the children's 'own voices', in a reliable and ethical manner. Whilst descriptive in nature they led to the resultant identification of themes and associated phenomena in a natural, flowing manner. The supportive projective technique was able to probe the child's individual feelings towards the directives of the mother versus peers. This technique permitted not only the identification of feelings towards each socialization agent, but also the strength of that feeling. This method also identified personality types which could be used to ascertain age and stage dimensions and social background factors, an exploration not usually associated with quantitative methods of data collection.

Whilst the choice of respondents has been offered in a detailed, strategic manner, further support has been provided through the identification of this demographic as being under-represented within the literature on children as consumers.

Chapter Four proceeds to offer a detailed analysis of frameworks, themes and sub-themes emerging from the collection of data.

CHAPTER 4
ANALYSIS OF RESEARCH FINDINGS

4.1 INTRODUCTION

This chapter presents the findings of the research, beginning with an emergent meta theme supported by subsidiary themes. The subsidiary themes identified provide evidence for the emerging meta theme. The interpretivist approach uncovers the children's experiences within the consumer socialization process and expands on their reactions to a socialization setting. The interpretive process helped the researcher to focus attention on re-experiencing and re-thinking what the respondents experienced. By following this process a holistic interpretation of phenomena was made possible with identification and evidence of the meta theme and key themes emerging.

Chapter Three identified a two stage approach to qualitative data collection which began with a friendship group discussion followed and supported by projective drawings and/or written responses within the form of a comic strip scenario. Chapter Three also offered verification of, and justification for the methodology adopted for this particular study, highlighting how validity, reliability and reproducibility have been achieved. This chapter now offers an analysis of the findings by developing structures and adopting procedures which help to formulate knowledge and understanding of social interaction and the phenomena of reaction, taking what has previously been described as '*a method without techniques*' (Miles and Huberman 1994 pg.2) to a method of strategic analysis. The data analysis approach adopted for this study identifies emerging themes and is addressed through:

    i.   Recorded friendship group discussions offering surface-level information (Table 4.6)

    ii.   Completed projective comic strip scenario responses offering insights to deeper-level information and reactions (Table 4.7).

Exploration via responses to group involvement and interaction is offered.

This chapter identifies the findings from the data, beginning with the recommendations of Miles and Huberman (1994):

a) A *descriptive* presentation presents units of analysis, through data reduction and coding of the meta theme (children's consumer socialization experiences) and emerging key themes (in relation to the conceptual framework identified within Chapter Two, Figure 2.13)

b) A*ssociative* analysis*,* within-case and cross-case, are offered through the use of conceptual matrices

c) Ordering and *explanatory* constructs are developed within variable-by-variable matrices.

Primary research resulted in 38 pages of transcripts (Appendix 11) from 53 boys and 43 useable projective responses (Appendix 13), providing a rich set of data for interpretation. Respondent

narratives are a focus of the analysis and reflect the 'lived experience' of the children, whilst projective drawings and/or text responses provide insights to phenomena through intrinsic reactions to a social situation. Respondent involvement in this process provided a data set which offers a plethora of revelations and emerging themes, which in turn provide a deeper understanding of the young male's consumer socialization relationships. All tables, figure and diagrams emerge from the findings except where identified as otherwise.

4.1.1 The Nature of Phenomena in this Research

This study did not begin with an established theory. It began with an area for consideration, that is, 'what is the consumer socialization process young males experience when making sportswear choices and how do they react to socialization agents?' The qualitative approach identifies social agent interaction and involvement within the area of sportswear purchasing. The interpretivist approach explores the reactions associated with choice behaviour. Phenomena relevant to this topic began to emerge from a series of friendship group discussions and where reinforced by projective responses to the comic strip scenario. In order to undertake this investigation contact had to initially be made with a number of stakeholders prior to first contact (Appendix 14). Once gatekeeper permission had been granted, twelve friendship group discussions and 43 usable comic strip responses form the dyads which are evaluated against current literature hence offering an integrated means of advancing the theoretical frameworks (Tables 4.6 and 4.7) from which response models are developed. Given the complexity of the data a major challenge was in the presentation of the findings (Figure 4.1).

Figure 4.1 Dealing with Data
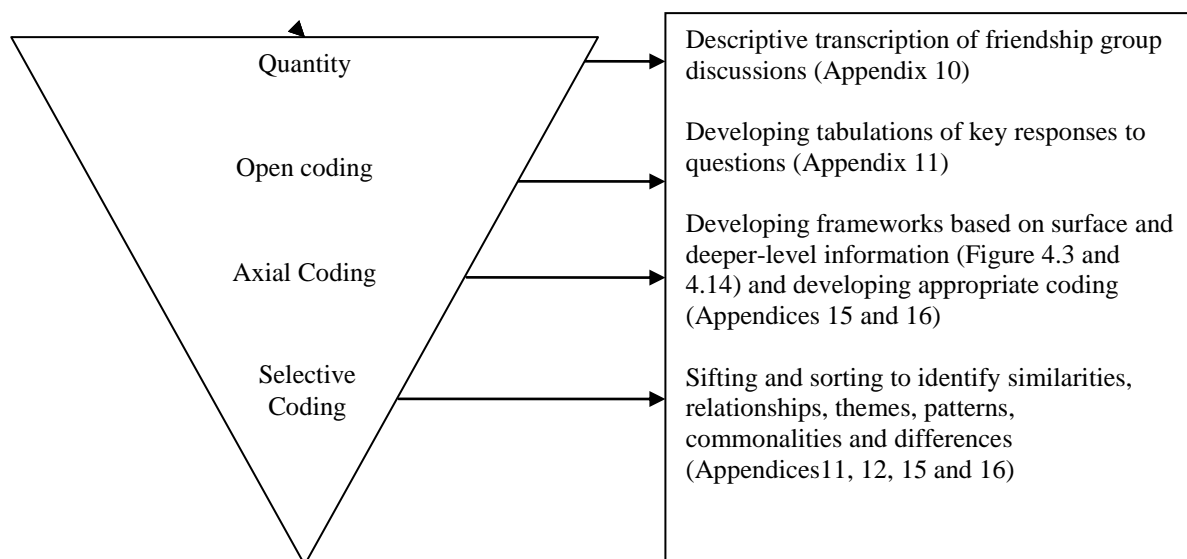
Data were then structured and organized in order to direct the analytical procedure.

Presentation of the analysis is offered in a strategically structured manner by exhibiting the data within the following schematic, leading to the integration of phases to form a cross-response analysis:

i. A descriptive outline and analysis of the surface-level thematic frameworks depicts agent and identities themes and is presented within sections 4.4.2-4.5.1.

ii. An evaluative analysis of the surface-level thematic sub-frameworks identifies social relationships and inter-personal responses (Sections 4.4.2-4.5.1).

iii. A descriptive outline and analysis of the deeper-level information (Table 4.7) identifies reactions.

iv. An associative analysis of surface-level and deeper-level frameworks identifies implications of assumptions associated with social influences on reactions within section 4.7.

v. Explanatory constructs of responses are offered throughout section 4.8 based on a critical evaluation of surface-level influences and deeper-level drivers.

The methods of analysis adopted emerge from an analysis and evaluation of previous studies with children and is deemed to be practical, communicable, non-self-deluding, and importantly replicable, giving knowledge which can be relied upon.

4.2 STRATEGIC DATA ANALYSIS: STRUCTURE, ORGANIZATION AND PROCEDURE

Regardless of the diverse approaches developed within methodology a number of features recur. For example, from a social anthropological stand point relationships can be explored in terms of influences on children's emotions, motives and decision-making processes.

From the perspective of exploring phenomena the 'essence' of deep-seated intrinsic reactions to social situations can be interpreted. Following Miles and Huberman (1994), the structure, organization and procedure adopted, including how the data is coded and sub-coded for consideration and cross-analysis purposes is illustrated within figure 4.2.

The developed structures offer an explanation of consistencies identified within the data (Section 4.7).

Figure 4.2 Structure, Organization and Procedure

```
┌─────────────────────────────────────────────────────────────────┐
│  Open codes were fixed to sets of field notes drawn from the      │
│  friendship group discussions (Appendix 12)                       │
└─────────────────────────────────────────────────────────────────┘
                              ▼
┌─────────────────────────────────────────────────────────────────┐
│  Reflections and memos were developed within each section on      │
│  analysis of transcripts of discussions                           │
└─────────────────────────────────────────────────────────────────┘
                              ▼
┌─────────────────────────────────────────────────────────────────┐
│  Axial coded tables were developed for:                           │
│     • Surface-level information (Appendix 17)                     │
│     • Deeper-level information (Appendix 20)                      │
└─────────────────────────────────────────────────────────────────┘
                              ▼
┌─────────────────────────────────────────────────────────────────┐
│  Selective coded frameworks were used to sort and sift through    │
│  transcripts and tables identifying:                              │
│     • Similarity in phrases (Sections 4.4.2 - 4.6; Appendix 12)   │
│     • Relationships between variables (Sections 4.4.2 - 4.7)      │
│     • Emerging themes and patterns (Section 4.7 and 4.8)          │
│     • Social and age sub-group patterns (Sections 4.4.2 - 4.6.1)  │
│     • Associative and explanatory constructs (Sections 4.7 and 4.8)│
└─────────────────────────────────────────────────────────────────┘
```

4.2.1 Organization and Procedure

The plethora of text data and drawings made it necessary to display the data in an organized, compressed and coherent manner. This has been achieved by:

i. Transcribing recordings from friendship group discussions (Appendix 11) a) within the individual school context, b) for individual questioning sections, c) across school context, d) across socio-economic backgrounds, and e) across two age dimensions (Primary 6: 8-9 years old and Primary 7: 10-11 years old)

ii. Tabulating statements from individual respondents to each question, as recommended by Ryan and Bernard (2000) and Taylor-Powell and Renner (2003), (Appendix 12).   This approach assisted in reducing researcher overload (Faust 1982)

iii. Displaying surface level frameworks

iv. Presenting drawings (Appendix 13)

v. Displaying deeper level frameworks.

Finally data is developed to display networks through the development of theoretical models and constructs discussed within the literature (Sections 4.7 and 4.8).

4.2.2 Coding and Development of Frameworks

'*Conceptual frameworks and research questions are the best defence against overload'* (Miles and Huberman 1994 pg.55). Miles and Huberman (1994) go on to describe codes as analysis, tags or labels for assigning units of meaning. For the purposes of this study it was not only the words and drawings which were important but the meanings behind those words and drawings. Therefore the coding procedure adopted the analytical procedure of grounding the theory within the findings (Strauss and Corbin 1990) that the analysis builds on, rather than tests theory. This means:

i.   Theory is emerging from the findings

ii. Data is broken down to be taken from the descriptive to the inferential

iii. Codes are astringent allowing for robust analysis of material and identification of each individual from an age, school and socio-economic level

iv. General category labels are developed in addition to individual codes

v.   Questions or sub-questions from which the data derives are identified

vi. This approach breaks through potential biases and assumptions inherent in much data analysis. It provides the foundations for building a dense, sensitive and integrated analysis

vii. Explanatory theory is then developed which closely represents reality as data is 'moulded' to the representative codes.

This approach follows the path to critical thinking (Paul and Elder 2008) where data is gathered and assessed, using abstract ideas to interpret effectively in order to arrive at well-reasoned interpretations. The process adopted was as follows:

i.   Collect Data (Appendix 5)

ii.   Write up per school (Appendix 11)

iii. Write up per question (Appendix 12)

iv.   Review line by line (tabulate by school, child, age) (Appendix 12)

v.   Generate labels/categories/sub-category codes (Figures 4.4, 4.5 and 4.6, Appendices 17 and 17.1)

vi.   Re-read field notes and tables from contrasting groups

vii. Identify categories and differentiations (Sections 4.3.1 and 4.4)

viii. Code within frameworks and sub-frameworks (Sections 4.2.2).

To assist the flow of dialogue pseudonyms have been used for respondent identification rather than complex coding. Tables 4.2, 4.3 and 4.4 identify the use of coding for subsidiary themes emerging

from the findings and are explained in detail within section 4.4.3. Three main forms of coding (Miles and Huberman, 1994) which are associated with grounded theory were adopted:

i.   **Open coding** for the development of coded lists based on surface-level frameworks
ii.   **Axial coding** for the development of diagrammatic connections between categories and sub-categories
iii.   **Selective coding** to assist with the integration of categories to form the initial conceptual Framework.

Surface-level information was therefore identified through a list of codes for the friendship group discussions. Surface level codes begin with:

AP = Agency themes
AT = Agent themes
IT = Identity themes

For example within the dendrograms (Figures 4.3, 4.4 and 4.5) emerging key themes with sub-component themes are identified thus:

Figure 4.3 Agency Themes

Social Interaction (SI) —————— Socialization (SO)   ⌐

Collective (Co)   ⌐

Independent (I)   ├— Consumption Behaviour (CB)   ⌐   Agency (AP)
                                                                                                                   ├—
Brand Knowledge (BK)   ⌐

Communications Source (CS)   ├— Communication (CO)   ⌐
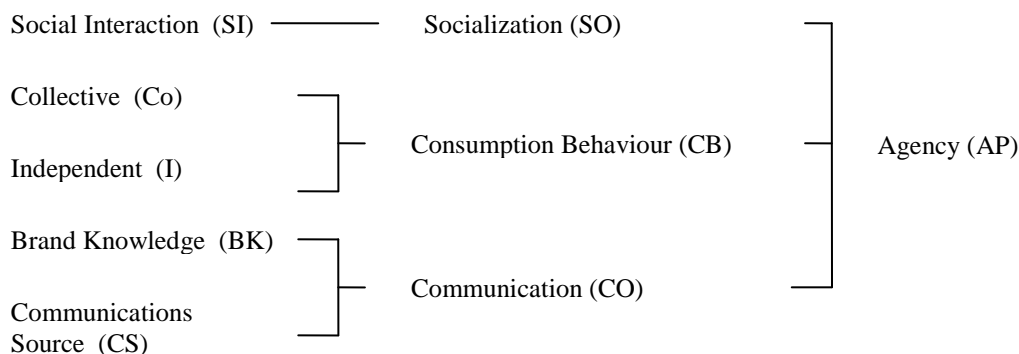
When following the codes within figure 4.3 we can see that in exploring the child's social interaction we gain insights to the degree of consumer socialization undertaken by the child. In exploring the degree of independence versus collectiveness of response we can identify the child's consumption behaviour experiences. By identifying the brand knowledge of the child and exploring where this information came from in relation to communications source we can identify the child's communications experiences. These in turn lead to the identification of agency.

Figure 4.4 Agent Themes

Family member influence (FMI)

Family member involvement (FMIv) ———— Mother Influence (FmI)

Type of peer influence (TPI)

Peer involvement (PIv) ———— Peer Influence (PI)

Media involvement (MIv)

Degree of aspiration (DA) ———— Media Influence

Observation (OB)

Word of Mouth Communications (WMO) ———— School Influence (SI)

Agent Theme (AT)
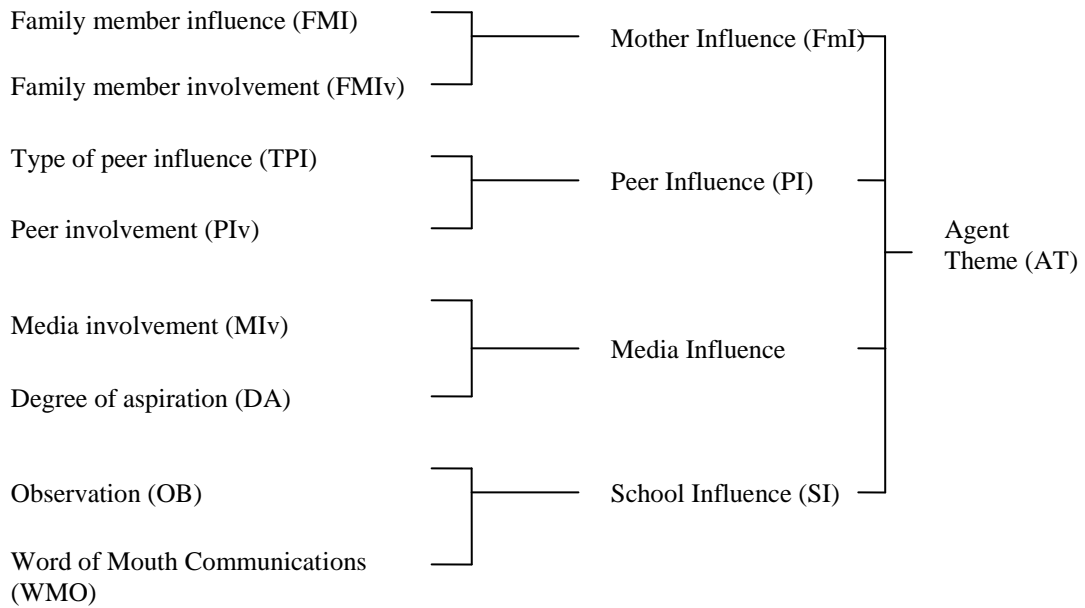
Figure 4.4 indicates that when exploring agency involvement and influence (family member, mother, peer, media, observation, word-of-moth communication) the type or pattern of influence can be identified which in turn indicates key agents involved in the consumer process and the degree of agent influence within the socialization process.

Figure 4.5 Identity Themes

Self-esteem (SE)
Normative behaviour (NB) ———— Self-concept construal (SCC)
Social behaviour (SB)

Positive reactions (PR)

Negative reactions (NR) ———— Reactions (RE)

Cognitive response (CR)
Autonomous response (AR) ———— Rationalization (RA)
Questioning response (QR)

Identity Theme (IT)
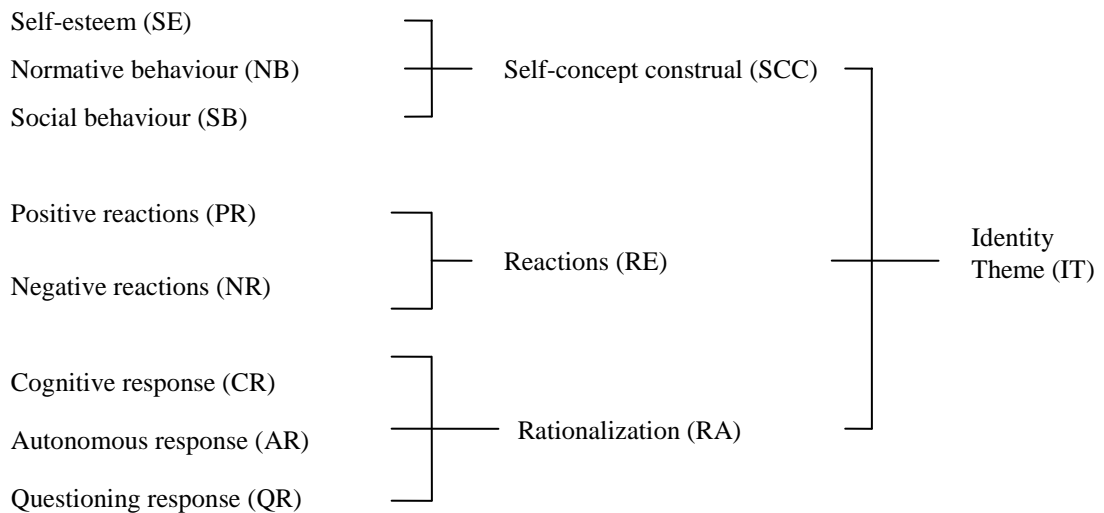
Figure 4.5 indicates that in exploring the responses of each child to two socialization agents, insights into the child's level of self-esteem can be gained, which in turn provide an understanding of the child's self-concept. How the child 'sees' himself within the social situation offers insights to, and understanding of the child's personal identity illustrated by the form the reaction take, that positive or

negative towards each socialization agent. Finally in analysing how the child reacts we gain insights to the degree of cognition, autonomy or questioning behind the response.

4.3 QUALITATIVE RESEARCH FINDINGS AND ANALYSIS

From Chapter Three it was seen that interpreting and writing up qualitative research findings is part of the creative research process. Chapter Three identified a number of stages for assisting the qualitative researcher in formulizing the process. For support, Bryman and Burges (1994); Easterby-Smith et al. (2008); Holliday (2002); Kirk and Miller (1986); Mason (2002); Miles and Huberman (1994) and Spencer et al. (2003), among others were consulted. From each of these sources a framework was developed to take the research through the qualitative data analysis process. Themes are used to illustrate the range of different behaviours and meanings recurring within the central study, firstly those emerging from the friendship group discussions: agency and agent themes, and one from an analysis of the projective scenario: identity through reaction. Within these themes, a number of sub-associations emerged as identified within Figures 4.3, 4.4 and 4.5. A triadic, inductive exploration of male children's personal perceptions of the consumer phenomena within a wider social reality of reactions was undertaken; their experiences (involvements and influences) were identified; and their behaviours (situations) are presented to approximate the micro-social processes driving the child's individual versus collective reactions. Summary discussions are offered at the end of each stage leading onto an evaluative comparison of key findings as illustrated in figure 4.6.

Figure 4.6 Qualitative Data Analysis Process
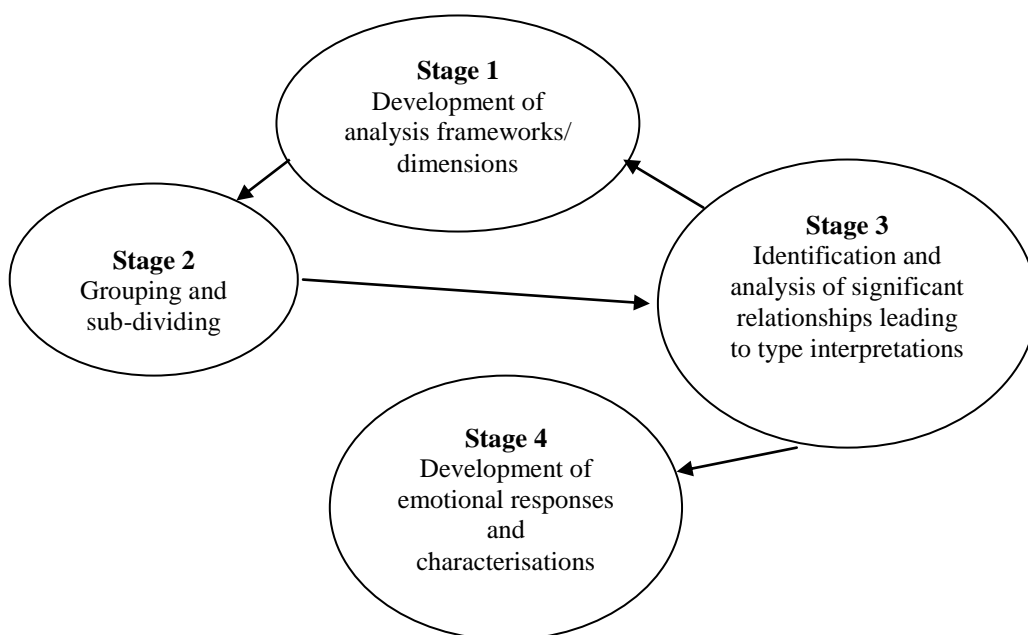
Figure 4.6 illustrates how cross tabulations of the three central framework dimensions (stage 1) "agency", "agent" and "identity" are elaborated and evaluated for the level of consciousness in responses (before an account of comprehensive data analyses can be developed) and offer an insight to a combination of sub-thematic frameworks. The procedures adopted within stages 2 and 3 of figure 4.6 can be illustrated briefly by means of a study which analyses the relationship between the two agents and the intrinsic response of children towards each agent. An extensive analysis contrasts responses within and between the groups leading to a reduction of the surface-level analysis allowing the development of typologies in relation to table 2.6 pg. 37 and figure 2.3 pg. 38, which it is suggested contains four types of drivers: inner versus outer directed; and resultant reactions as shown in table 4.1.

Table 4.1 Reaction Typologies

	Reactions	
Directives	**Independent**	**Collective**
Inner-directed (Phenomena)	Type I Independent/Inner-directed	Type II Collective/Inner-directed
Outer-directed (Socio)	Type III Independent/Outer-directed	Type IV Collective/Outer-directed

Source: Developed from Table 2.6 and Figure 2.3, pp.37-38.

Table 4.1 can be used to identify relationship types in evidence within the data. For example:

Type I: May be described as masculine, confident, superior types who exert strong negative emotional reactions to coercion and whose emotional responses do not appear to be driven by others.

Type II: May be described as confident types who rationalize choice may consciously decide to follow, or not follow, particular agents and provide justification for doing so emotional reaction is therefore controlled.

Type III: May be described as independent, outer-directed types exert conscious emotional energy which is directed towards others. This child wishes to maintain strong associative needs, usually to peer or other external source.

Type IV: May be described as the compliant type, who is lacking in confidence, exerts a powerful emotional reaction to external drivers.

Prior to the evaluation of the data it was necessary to identify the usefulness of a pilot study for this type of investigation (Appendix 18).

4.3.1 Meta Theme: Involvement in the Socialization 'Game'

The overall 'meta' theme to emerge was the children's reactions to socialization two agents. In exploring the phenomena of reactions it was deemed necessary to explore the children's understanding of their involvement in the 'game'. Understanding their own roles, the roles of socialization agents such as family and friends, their own involvement and the involvement of others in the sportswear purchase and choice process became evident from the verbatim descriptions offered during focus group discussions. The descriptions identified, contributed to, and substantiated the existence of the meta theme. Further interpretation indicated that the meta theme was not a concluding point to this study but was a theme which permeated all findings from subsequent, emerging key themes.

4.3.2 Methodological Saturation

Bowen (2008) indicates that there are few, if any, explicit guidelines for determining methodological saturation and suggests that the 'concept of saturation is often mentioned' but lacks robust operationalization. This section offers an explanation of how theoretical saturation has been addressed within this study.

The two stage approach to data collection allowed for constant comparison of incidents of occurrence for each theme and the integration of emerging themes and sub-themes. The data were analysed for each child before progressing to the next child. By progressing in this way, the re-emergence of existing themes or emergence of new themes could be identified. A search for contradiction within responses and across-responses was also undertaken in order to identify factors which might 'refute the emerging theory' (Glaser and Strauss 1967). This approach maximized the concurrent construction of sample group, data collection and analysis. As each set of data was collected from each school, transcribed, coded, tabulated and analysed it was possible to identify the point at which no new insights were forthcoming from each social group/school.

Whilst Bowen (2008, p.140) notes that '*there are no definitive rules for determining saturation*' and recognizes the view of Hyde (2003) who suggests that to determine saturation the researcher must undertake a '*rigorous process of data condensation and interpretation that accounts for a possible explanations (of the phenomenon)*'. This study adopts the suggestion of Hyde (2003) by following a rigorous process of description, analysis and underpinning explanation based on the developed understanding of psycho-socio constructs underpinning children's reactions, as explored within Chapter Two. This study has also relied on sampling adequacy rather than sample size as generalizability and representativeness have not been sought. Whilst sample size was justified, had

the sample been insufficient to reach saturation point, further requests for participation would have been undertaken. In this instance, increasing the sample size was not necessary.

This study ensured saturation of categories emerging from quality data, not through the saturation of respondents (Morse et al. 2002). That is, two stages of data collection were used on only one occasion with each child. This approach focused on expanding the depth of analysis rather than increasing the scope of the analysis. The adoption of effective coding (open, axial and selective), as identified in section 4.2.2, then reduced the mass of textual data into manageable groupings, line by line axial coding led to the development of tables which identify more abstract factors emerging from the data, whilst selective coding identified core themes which could be related to other emerging themes. For example, when analysed together themes emerging from statements made during recorded discussions could be compared with responses to the socialization scenario to generate the collective and/or attachment sub-theme. By repeating the process of collecting, coding, and analysing the triangulated data the three key themes identified within section 4.2.2 emerged. In identifying patterns of occurrence and reaction, and noting no further growth of 'differing' responses, it was clear theoretical saturation had been reached.

The following sections identify how the themes emerged from the data collected on children's consumer socialization experiences and how they react to a socialization situation.

4.4 STAGE 1: 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 and Huberman 1994) the range of influencing factors are examined, meanings and definitions associated with these factors are explored for associations, and the range of behaviours, attitudes and positions resulting are explained.

Agent themes identify the consumer socialization processes children experience when shopping for sportswear, which results in the identification of children's brand knowledge, communication processes and forms of social interaction. In terms of children's brand knowledge it can be seen that overall young males of eight to eleven years of age are familiar with a number of sportswear brands (Section 4.4.2), however it is also interesting to note that those children from a higher level of employment district go beyond the more familiar (Nike, Adidas, Reebok, Puma, Le Coq Sportif) sportswear brands and consider brands not usually associated with activity sports (Animal, Surfhead, O'Neil and Saltrock). The interactive nature of the phenomena can be identified by the illustration figure 4.9. Here we can see a number of interpersonal and socio-environmental constructs at play

which add to the complexity of decision making. The attention given to each of these influencing constructs it is argued relies on the child's response to the influencing factor. Each of these constructs offered developmental frameworks for analysis (Chapter Two).

Each area within figure 4.7 identifies frameworks which interact and add to the complexity of children's consumer development. Note the two way process taking place within attachment needs and relationships. Each framework can then be sub-divided to self-construct explanation's which assist in the analysis of occurrences in terms of interpersonal socialization through the identification of identity and agent influence and the response to each. It should be noted that the root of the tree is an identified grounding force underpinning reactions that is the personality of the child determines the degree to which the child is influenced by social agents. Additional questions also arise regarding how 'fixed' these states might be.

Descriptive accounts have been mapped and defined within these classified groups which will in turn allow for associations to be expanded upon and explanatory, implicit and explicit accounts to be identified. The organization of the descriptive analysis therefore takes the form of recorded discussion sessions and analysed as identified within section 4.2.2.

Figure 4.7 Interacting Influencing Frameworks in Relation to Reactions
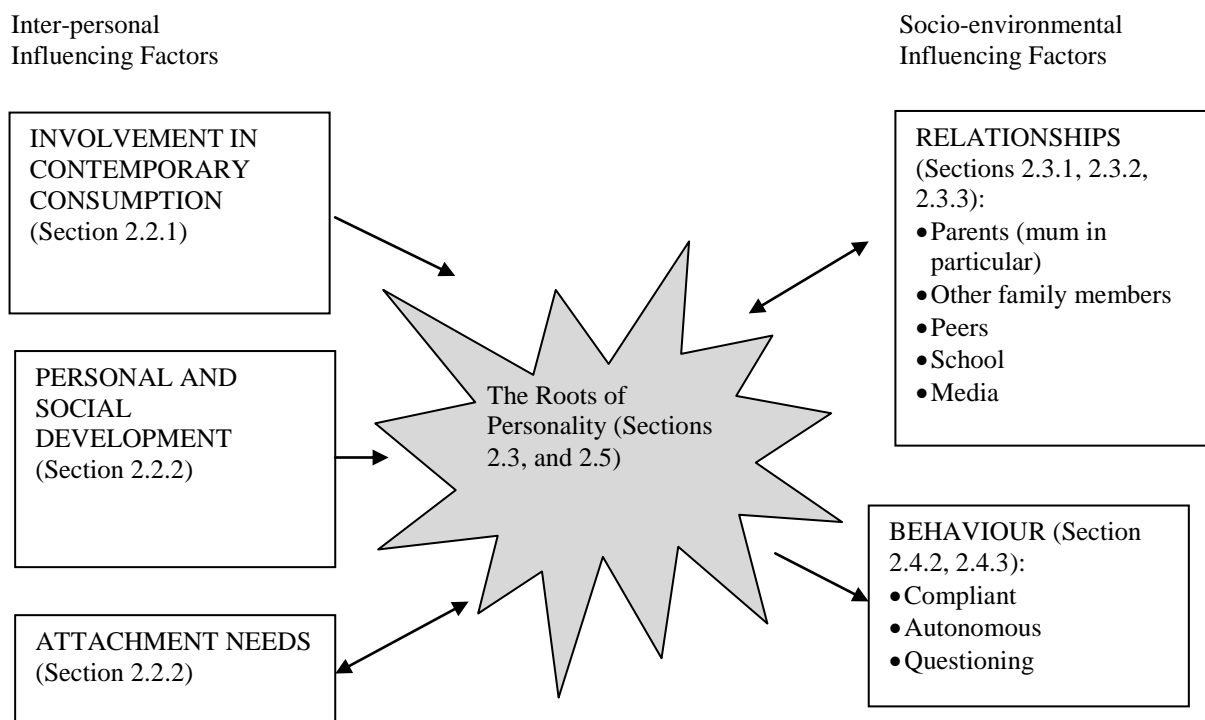
The emergent themes were then reviewed for patterns, credible recurrences, and explanations as shown in figure 4.8.

Figure 4.8 Organization of Data Analysis – Stage 1
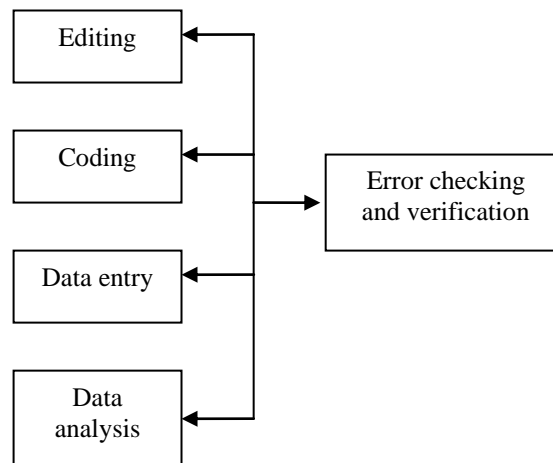
Source: Zikmund 2000 pg. 557

From the initial emergence of thematic frameworks, coding expanded from general category coding to individual coding, to emergent gateway coding. Codes were therefore added or 'filled in' during reconstruction of schema to include new insights emerging when attempting to view the material from different 'angles'. Extensions to general category and individual codes were necessary when attempting to identify additional or new relationships within the data.

4.4.1 Socialization Behaviour and Relationship Involvement

The enquiry for 'repeatable regularities' (Kaplan 1964) represents the analysis and subsequent findings of socio-environmental factors through socialization behaviour and relationship involvement during consumption. Firstly children's knowledge of sportswear brands was identified through the analysis of agency themes such as social interaction and consumption behaviour; secondly consumer involvement with agents during the consumption process was explored through the identification of influences; and finally identity themes such as self-concept construals, reactions and rationalization of decisions were considered in terms of control constructs at play in response to agent interactions. In all, three dyadic relationships were studied – socialization, agent and identity within twelve friendship group discussions. The coding began by identifying individual codes for Agency and Agent Themes then offered general category labels for Socialization, Consumption Behaviour, Place of Purchase and Communication, then sub-labels for Social Agent Interaction, Place of Purchase, Brand Knowledge, Communications Sources and Social Agent Influence/Involvement) for identification of responses to questions. All codes, indexes and labels are illustrated within Appendices 15 and 16.

Self-esteem constructs were identified in relation to price/quality associations, personal confidence, peer compliance and compliance with mum. Normative behaviour was identified in relation to demonstrated confidence or lack of confidence. Social behaviour was also indicated through

demonstrated confidence or lack of confidence. Reactions were explored in terms of positive emotional reactions versus negative emotional reactions to socialization agents, and the shopping experience. Rationalization was identified in relation to the type of response demonstrated such as a cognitive response, an autonomous response or a questioning response.

4.4.2 Compilation of Data from Friendship Group Discussions

The findings from the friendship group discussions identify surface-level information on the socio-environment and indicate a number of relationships are at play. Surface level information is provided in relation to responses for each question and sub-question within each friendship group discussion. Presentation of findings for this study begins with the identification of responses to discussion group questions presented in chronological order, and are extrapolated for the transcripts (Appendix 11) on a school by school (6 schools), child by child (53 children, pseudonyms are used to maintain confidentiality), age by age (8-11 years) basis (Appendix 12). The presentation of surface-level findings is followed by an analysis of Stage 2, deeper-level findings within section 4.6.

QUESTION 1: What sports brands do you wear?

a) By Brand
Brands emerging as the most worn were that of Adidas and Nike. This might be expected as it has been noted in Chapter Two that these two organizations have the highest spend on sportswear advertising and have the greatest number of retail outlets. One difference from a Primary 7 class (**Simon, 11 years**) stated that he couldn't actually remember what brands he wore. The decision was made not to probe this issue as the child may indeed not have remembered or may not have wished others to know due to feelings of inferiority should he feel the brand was not appropriate for example if purchased from a supermarket. Next most common was Lacoste and Puma respectively with fewer boys wearing these brands, followed by Le Coq Sportif, Umbro, Animal and Reebok which were worn more than Ben Sherman, Lonsdale, Champion, Fred Perry and Patrick. Brands associated with fashion or a specialist sport (Ferrari, Saltrock, Surfhead, Gap and O'Neil) were also worn by a few of the boys and a rationale was provided for wearing these brands, with reasons for doing so indicated from the following statements:

Areas of high employment:

Dan, age 11: 'Ferrari. (*Do they do sports clothes?*)Yes, climbing clothes and stuff. (*Climbing?*)

No, climate. Trousers and jackets.'

Charlie, age 9: 'Surfhead. (*What are those?*) They make clothes for surfing and water sports.'

Alistair, age 9: 'Sometimes Animal – they're good for just going out. (*What about for sports?*)

Some are fine like their trainers for boarding (skate).'

Ethan, age 11: 'Saltrock. (*Who are they?*) They produce really cool, up-to-date stuff.

        Fashionable?) Not really but good for the beach.

Areas of average/low employment:

Reid, age 9: 'Nike and Nike Air. (*What is the difference?*) Nike Air is special for sports, it's

        shoes with air in them to make you jump higher. And you don't get sore feet all the

        time'.

Ade, age 11: 'Yeah. They're really comfortable and they've got good colours too'.

Craig, age 11: 'You always see sports people wearing them (*Adidas/Nike*) when they're playing

        their sports and that'.

On occasion the boys had to be asked to repeat content; for example, the researcher thought Dan had said 'climbing' when he had actually said 'climate' and probe for explanations on the brand identification and knowledge such as whether the brand was deemed to be fashionable and differences between brand and brand extensions. Children from all schools were familiar with the key brands Adidas and Nike. Additional brand identification was then explored in relation to regions and levels of unemployment.

b) By School/Level of Unemployment

It was noted that the boys who wore the more 'obscure' or 'non-sporting' brands tended to come from areas with low unemployment. Overall the children from areas with average to high levels of unemployment made note of the more common sportswear brands. This could be due to children from lower levels of unemployment participating in different sports; for example, this response cross-tabulates with sub-question 1.1 on how buys the child's sportswear. Some responses relate more to where the sportswear is purchased and why:

Simon, age 10: 'I get mine from the saddlery shop. (*For horse riding?*)Yes.

c) By Age

Age (yrs)	Brands
8	Adidas, Gap, Le Coq Sportif, Nike, Puma
9	Adidas, Animal, Nike (plus Nike Air), Surfhead, Umbro
10	Adidas (plus Adidas Active), Animal, Nike, Lacoste, Le Coq Sportif, Lonsdale, O'Neil, Patrick, Puma, Reebok
11	Adidas (plus Adidas Active), Ben Sherman, Ellesse, Ferrari, Fred Perry, Lacoste, Lonsdale, Nike, Puma, Saltrock, Umbro

Simon, age 11: 'Don't remember'

Children within the older age group of ten to eleven years appeared to have more knowledge and use of a wider range of brands. This could be due to the increased levels of involvement in joint spending

activities during the ages of ten and eleven as recognized by Shoham and Dalakas (2005) within Chapter Two.

d) Initial rationale for purchases from question 1

Rationale	Occurrence (statement)	Brand
Specialist functionality	**Dan, age 11:** 'Yes, climate clothes and stuff'	Ferrari
	Reid, age 9: 'shoes with air in them to make you jump higher. And you don't get sore feet'	Nike Air
	Charlie, age 9: 'for surfing and water sports'	Surfhead
	Alistair, age 9: 'their trainers for boarding (skate)'	Animal
	Ethan, age 11: 'good for the beach'	Saltrock
Colour choice	**Steve, age 11:** 'The colours are better'	Ellesse, Puma
	Ade, age 11: 'and they've got good colours too'	Adidas Active
	Sam, age 10: 'Yeah, good colours too'	Adidas Active
Style	**Steve, age 11:** 'and they've got good styles'	Ellesse, Puma
	Ethan, age 11: 'They produce really cool, up-to-date stuff'	
Sports people wear them	**Craig, age 11:** 'You always see sports people wearing them	Adidas Active
Comfort	**Ade, age 11:** 'They're really comfortable'	Adidas Active

Specialist functionality was the most prominent initial rationale for wearing the brand. Brands associated with this rationale tended to be brand extensions (Adidas Active and Nike Air) or sport specific brands (Animal, Ferrari, Saltrock, Surfhead). This was followed by considerations of colour with a good choice of colour being associated with Adidas Active, Ellesse and Puma. Style was mentioned in association with the Ellesse and Puma brands. Only one child made note of 'sports people' associations which was directed towards the Adidas Active brand. This brand was also identified by one child as comfortable.

By far the most regular purchaser of sportswear was mum. Mum was mentioned in most responses as someone who solely undertook the purchase or undertook the purchase along with the child or with another family member, most notably dad, sometimes with a grandmother. Dad was the next most popular individual who purchased sportswear; however, this was not always as part of a joint shopping exhibition as dad was noted to bring back sports clothes from what appeared to be a business trip or to take the child out 'on Saturdays'. I was noted that all of the boys were involved in the shopping process at some time or another and in one form or another (even catalogue and online).

1.1 Who buys your sportswear?

a) By Agent

Agent	Example responses
Mother	**Learoy, age 9:** 'My mum. *(Always?)* Yes'
Father	**Chuck, age 11:** 'Dad gets me things. He always brings me back sports clothes from America' **Les, age 10:** 'Usually it's my dad. He takes me out on Saturdays.
Joint/family	**Euron, age 10:** 'Me and my family' **Jamie, age 10:** 'My mum and dad buys my clothes'
Other family member (OFM)	**Eddy, age 10:** 'Sometimes I get things from my nan' **Sandy, age 10:** 'My grandad'
Self	**Simon, age 11:** 'Me. *(Only you?)* Yes'

This question was not always responded to specifically; that is, the specific purchaser became confused with those the child shopped with. A number of responses provided an indication of who participated in the shopping experience (dealt with in question 1.3) rather than who actually made the purchase.

b) By level of unemployment

Level of unemployment	School	Main Purchaser	Followed by…..
Low	CU	Mother	Father, Grandparent
	MI	Mother	Father, Family
Average	DP	Mother	Father
	BA	Mother	Father
High	WPS	Mother	Father
	WRP	Mother	Father

Mother was the main purchaser within all levels of unemployment. It was noted that children from lower levels of unemployment reported more family shopping occasions than did those from other levels of unemployment.

c) By Age

By age we can see that within the different age categories the main purchaser of sportswear was again mother with father being the next key purchaser. It was noted that independent shopping appeared to begin around the age of ten with four boys indicating that they themselves made the purchase. This was similar for eleven year olds. This suggests an increased level of shopping responsibility is being given to the child at what Roedder-John (1999) describes as the reflective stage of consumer socialization as indicated in Chapter Two and comes into line with female 'tweenage' purchasing behaviour (Chapter Two, section 2.3.2, i). One anomaly was the eight year old boy who appeared to indicated he had made his own purchase of sportswear: however, when probed further, he indicated that it was 'mum and me' (Sam, age 8).

1.2 How often to you go out shopping for sportswear?

The younger boys were more likely to respond that they didn't shop very often or that they shopped for a reason. For example:

Kenny, age 9: 'Sometimes. Not all the time'

Learoy, age 9: 'Not very often'

A number of the eight to nine year olds focused on what they had purchased rather than how often they had shopped for sportswear:

Alistair, age 9: 'Twice every two weeks. (*So that's every week*?) Usually, yes. When we go to the supermarket we always look at the clothes and sometimes we get things. (*What supermarket*?) Asda. We go out and get what we need whenever we need it. (*And how often is that*?) Just sometimes. Like if I need new shoes, then we go for shoes and sometimes get clothes too.

Some responses required the researcher to rephrase the question or repeat the question in a different way to gain a response that related more specifically to the initial question. In some instances the regularity of purchasing was added to the end of their sentences, for example:

Benny, age 8: 'I got to get new boots for football and sometimes new trainers before school.'

This provided some indication that sportswear was purchased in this instance for a particular sport which would take place during the school year. Indeed a number of boys added the reason for the purchase:

Tom, age 11: '……..if I've grown out of it or my rugby shirts are ripped.'

It became evident that the younger boys (between eight and nine) did not appear to shop as often as the ten and eleven year olds. This suggests these eight to nine year olds are not yet frequently involved in the actual purchasing process, supporting the finding from question 1 that mothers do most of the sportswear shopping for this age group.

The ten and eleven year olds were the most forthcoming regarding specificity of time-spans for shopping. This was an interesting point and the researcher felt the need to probe these specific responses by asking how the child could be so sure of say shopping every two weeks, every month, and so forth.

Caden, age 10: 'Every two weeks. (*How can you be so sure*?) Because I go with my mum one week then my dad the other week. (*That's every week then*?) No, my mum doesn't go to sports shops. Just my dad.'

As can be seen, sometimes the child had a clear and specific answer.

1.3 Where (do you shop for sportswear)?

A number of occurrences were described as being 'in town', within a specific shopping centre (Trinity Centre) or at a place (the beach). These children did not make note of any specific retail outlet.

Only one eleven year old child (**Steve**) identified JJB sport as being within a specific shopping centre (St Nicholas Centre). Others, from a low level of unemployment school (**Charlie; Arty; Ethan**), did not always answer questions on where they shopped. Indications were that parents (mainly mum) were sometimes solely responsible for undertaking this task, the children did not wish to mention where their sportswear was purchased from, the parent (mainly mum) purchased the brands online, or the parent (mainly mum) purchased when the child was not present. Wishing not to potentially embarrass the children in front of their friends it was decided not to probe this issue in case the latter was the case.

Charlie and **Arty** made no comment on where they shopped; a potential reason for this being that they had already noted for Question1.1 that mum and dad purchased their sportswear. **Charlie** suggesting he only shopped once per year, before school and **Arty** was not sure of how often he shopped:
Arty, age 8: 'Once every two months. (*How can you be sure it's every two months*?) I think it is.

Nevertheless the findings indicate JJB sport as being the favoured outlet for sportswear purchases with children of all ages and from all social backgrounds accessing their sportswear from this chain. Sportsworld was the second favourite outlet but only reported as being a store of purchase by the ten to eleven year olds. This was followed by John Lewis whose patrons appear to lie within low and medium levels of unemployment. One child (**Toby**) identified purchasing his sportswear from catalogues.

Supporting the findings from sub-question 1.1 shopping tends to take place with mother over all others. On occasion when father was mentioned a reason arose:
Frank, age 8: 'Mum usually but sometimes dad if mum is too busy with my little sister'
When the boys mentioned dad only there tended to be other factors at play rather than just shopping:
Kenny, age 9: 'My dad….every Saturday we go to get a pizza and we go to the good shops'
One boy did not shop with an Agent as his mother purchased items from catalogues:
Toby, age 11: 'Mostly my mum buys what I need from catalogues'
Only one boy indicated he sometimes shopped himself:

Yusuf, age 11: 'Well, I live just beside JJBs, cause I live in Montrose. So I just go myself 'cause I'm practically beside it. (*You go by yourself?)* Well my mum gives me money. (*Do you go with any others? Brother/sister/friend?)* Well I go with my cousins a lot and my aunt. (*And are your cousins older or younger than you?)* Yeah, my cousin is 16. (*And do you choose your sports clothes or does your cousin or aunt choose?)* They just suggest things and if I'm happy then I'll take that but usually I choose myself'

1.4 Who do you go shopping with?

a) By Agent

By far the most cited agent was that of 'mum' followed by 'father'. However, a few contradictions arose within responses to this question for example:

Simon, age 11: Contradicts his response to question 1.1 where he reported that 'Me. (*Only you?)* Yes' purchased his sportswear. When probed on (*Who actually decides what to buy and who pays*?) he suggested 'I decide what I want and mum pays'

Overall the boys tended to know what they wanted or needed prior to going shopping with an indication that the boys of ten to eleven instigating the recognition of a want or need.

1.5 Do you know what you want before you go out shopping?

The key theme emerging here was the 'yes' response. Some boys added to the yes/no responses identifying who the instigating agent was or comments on what actually occurred:

Jamie, age 10: 'No, I don't have a clue, we just go out and see what there is'
A few younger boys did not answer the question fully but still indicated a need:
Benny, age 8: 'My Nike are falling to bits and they're just bought'
Euron, age 10: 'I think first then I tell my mum and dad what I need. (*Do they always get you what you think you need?)* Sometime, sometimes I don't get everything I need. (*Can you remember when you didn't get what you needed/wanted?)* Yeh, I wanted a new top and trainers and that and all I got was swimming trunks for swimming'

One eight year old identified where he saw products before making purchases:
Frank, age 8: 'Mmm, I see what there is. (*How do you find out what's there?)* I go to the shops and look. I see ads in magazines too. My dad has football mags'
Some statements required consideration of whether the boys meant yes or no:

Mark, age 10: 'If I have the money. (You have the money? Do you buy your own then?) No my mum pays'

This response appears to indicate cognitive recognition of a need……..if I have the money……I recognize a want/need. But mum pays.

The 'usually' or 'sometimes' responses were sometimes followed by indications of what occurred prior to shopping:

Craig, age 11: 'Usually. (*How?*) My mum says 'we better go get you some new trainers those ones are falling to bits'

'Depends' was also used on occasion:

Alistair, age 9: 'Depends. (*On what?*) On what I'm doing. (*What do you mean?*) Well sometimes I need something new because my swimming shorts are too small . (*Who notices they're too small?*) Mum'

Overall the younger boys (eight to nine years) indicated mum or dad purchased what was needed, which ties in with responses to questions 1.1 and 1.2 for this age group.

QUESTION 2: Do you enjoy shopping for sportswear?

Overall the boys appeared to enjoy shopping for sportswear: however, some codicils were added; for example, some boys indicated they did not like shopping in general but that they liked shopping for sportswear specifically:

Cammy, age 11: 'Not for clothes but yes for sportswear'

Those responding to 'it's okay' indicated that the shopping process was okay as long as they were receiving something worthwhile:

Sandy, age 10: 'It's okay if you're getting something and it's not just for someone else, or you don't get anything'

Simon, age 10: 'Yes, it's boring if you don't get anything for yourself'

Again the younger boys of eight to nine years old offered less input to this question as they do not appear to yet participate as regularly in the sportswear shopping process as do the boys within the ten to eleven age groups.

QUESTION 3: How do you find out about what brands of sportswear are out there in the shops?

The eight to nine year olds in this study received their sportswear brand knowledge and information from (in order of response): shops, friends, magazines, TV advertising, comics, the internet, father and cousin.

Nine to eleven year olds indicated a wider range of sources for sportswear brand information: TV advertising, shops/clubs, friends, magazines, the internet, bus stops, that worn by others, comics, newspapers, brothers, cousin and aunt.

Shops mentioned were sports shops:

Sandy, age 10: Yeh, in the shops too…….JJB have everything.

Gifts were also noted:

Jamie, age 10: 'Stuff I get on my birthday and I got a Puma shirt, Adidas trainers and Le Coq Sportif track suit'

Magazines tended to be sports orientated:

Olly, age 10: 'Ads. (*Where?*) On the TV and in magazines. (*What magazines?*) Football and that.

One eleven year old mentioned a number of advertising sources:

Pete, age 11: 'I find out about sportswear advertising, TV, newspapers, internet, bus stop, not family and friends'

Internet involvement tended to relate to gaming:

Cain, age 11: 'On the internet. (*Where on the internet?)* On games. You see some brands on games, like on Xbox 360 games'

Products worn by others also provided sportswear brand knowledge:

Gordy, age 11: '……my cousin and aunty wears Reebok'

Jade, age 10: 'You see what everyone wears. (*Where?*) In school and that'

From a social background perspective there was a mix of schools who mainly gained their sportswear knowledge from television: BA (average levels of unemployment), CU (Low levels of unemployment) and WPS (high levels of unemployment). Little reference was made to family members providing sportswear brand information with no reference made to 'mum' and only a few boys citing fathers and brothers. Interestingly the internet was less of a significant medium for sportswear brand knowledge than might have been expected.

Question 4 progressed to exploring factors which influenced the boy's choice of brand, if indeed they had a 'personal' choice. This question probed factors such as cost, comparisons with what their

friends wore/didn't wear, comparing the self in relation to being the same/different from friends, comfort, quality perceptions and any other comparative associations emerging from the discussions.

QUESTION 4: I'm going to ask about what influences our choice of brand?

Cost (Qu.4.1)

Eight year olds appeared to 'not care' about cost. This does not appear to be a factor for consideration at this age, perhaps due to the fact that they report not to be involved in the purchasing process to any great degree. A few nine year olds indicate that cost is a consideration but that they are not influenced by price. By ten years of age responses indicated that there was a split between being influenced by cost and not being influenced by cost. By eleven years of age cost became a further influencing factor. When cost was a variable not all boys were sure of how to respond. Overall the cost of the brands was noted as being associated with quality:

Steve, age 10: 'Suppose so. (*You're not sure?*) Well stuff from clubs, they're expensive. (*Does that matter?*) Well they'll be better won't they?'

Pete, age 11: 'The more the cost the better the things. (*Sports clothes?*) Yes.

The rationales for not spending a great deal of money on sportswear were also offered, showing the eleven year olds' knowledge of differentiation of prices between store bought and buying on the internet:

Gordy, age 11: 'You don't have to pay lots for good stuff. You can get stuff on the internet cheaper than in the shops'

Simon, age 11: 'Why spend lots on something you can get cheaper on ebay?

What do you mean by better/cheaper? (Qu.4.2)

This question probed what the children understood and meant by 'better/cheaper'. Responses related to the views of family members (mother, brother); style/colour; quality/longevity; brands; being used by sportspeople:

Caden, age 10: 'My brother says Nike's the best but I like Adidas 'cause all the best players (football) wear it'

Kenny, age 9: 'Cheap falls to bits, my mum says'

Frank, age 8: 'Nike's the best anyway'

Kim, age 10: 'The style, the colours………look (*points to active sports advertisement on room wall*)'

Your friends wear the brand? (Qu.4.3)

Overall responses were negative to this question. Eight year olds generally responded that they 'didn't care' what their friends wore or that it didn't matter what others wore. Nine year olds reported that they were not influenced, ten and eleven year olds generally 'didn't care' what brands their friends wore. Comments arose around the following:

The directives of mother:

Learoy, age 9: 'I wear what my mum tells me to put on in the morning. And after school she tells me what to change to'

Not bothering:

Sam, age 10: 'Doesn't bother me what they wear'

Being different:

Olly, age 10: 'No, I like to be different from all of them (*nods head towards group*)'

What if none of your friends wear the brand? (Qu.4.4)

The overall response to this question was a resounding 'don't care' from all age groups.

But:

Kenny, age 8: 'But sometimes it's better, easier, specially if you're in the same team'

I'll be different from everyone else? (Qu.4.5)

One eight year old indicated that he was influenced by being different from everyone else:

Andy, age 8: 'If I really didn't like something, say what my mum bought, I'd say I don't like it.
(*Inferring that he didn't like the brand because he was different from everyone else*)

Other boys indicated they didn't mind being different as they were not influenced by others.

Responses were not always oral. For example:

Learoy, age 9: - *Shrugs his shoulders.* This was taken as more of a 'don't care' or 'doesn't bother me' response.

A few indicated they were influenced by quality and footballer associations.

Do you mind being different from everyone else? (Qu.4.6)

This question probed the children's feelings and attitudes towards being different. This was a very cut and dried question with a yes, no or sometimes response expected. As can be seen from the illustration above, there was no response from the pupils of WRP. It was noted they simply shrugged their shoulders and agreed they 'didn't know'. The 'no' response was the overriding view of the boys, sometimes with a rational reason added:

Ade, age 11: 'No. Except when you're playing in the team you should all wear the same.
(*Turning to the other boys*) Shouldn't you?'

Only one boy suggested 'sometimes':

Cammy, age 11: 'Well sometimes it's better to be the same'

None of the boys indicated that they were overly concerned about being different from the others.

You saw a good advertisement for another brand. Would you want the other brand? Would you want to buy the other brand? (Qu.4.7)

Almost all of the boys indicated that they were not influenced by advertisements to buy into brands. They tended to suggest that they were happy with the brands they already owned. Some interesting statements were provided on answers other than yes, no or sometimes:

Depends:

Pete, age 11: 'It depends if it's good or not. (*How would you know?*) I guess my dad or my mum would know'

Maybe:

Gordy, age 11: 'Maybe, if it's a good brand. (What do you mean by good?) Like a brand I know, like Adidas or Nike'

It was also possible to glean insights into the boys' understanding of the reasons for advertising:

Jon, age 11: 'To try to get you to buy more'

Personal views of sportswear advertisements were also offered:

Eddy, age 10: 'Yeah, some are funny. (*And the sportswear ads?*) I like the Reebok one, all the people are playing their sports. You've got football and tennis and basketball and lots more'

Dan, age 11: 'All the ads are the same anyway. (*What do you mean?*) They all advertise sportswear we've already got'

A source of information other than advertising was offered by one eleven year old:

Amon, age 11: '……..(*Who says they're the best?*) My dad'

However the response from **Simon, age 11** differed**:** 'Buy both'

People as school say your brand is not good. How do you feel? (Qu.4.8)

The most common feeling was that of 'not caring': not caring what others thought of the brands they wore. Indeed some boys indicated a high level of aggression by suggesting a physical reaction 'punch them', and some used strong negative tones when answering 'so?' Overall reactions were negative towards anyone who questioned the brands the boys wore. This type of reaction is supported by a number of studies on young male development as identified within Chapter Two. Some boys also added a rational response based on cognitions of 'making the right choice', for example:

Craig, age 11: 'I'd still wear what I like'
Cain, age 11: 'Yeah, we wear good brands anyway'

Two boys indicated that they would possibly change or stop wearing the brands. Both of these boys came from one of the lower level of unemployment schools and appeared to be concerned about being part of the group. This was interesting as this type of response differs from our understanding of children from more affluent areas, such as feelings of superiority. This might then be put down to personality factors which are discussed further within the exploration of thematic understanding in this chapter.

QUESTION 5: How do you feel wearing your favourite brand?

Overall the boys appeared to be confident and happy with the brands they wore. Some felt their brands were fashionable (due to being new), others felt sportswear was not fashionable but for a purpose (sporting activity). More boys from BA (average level of unemployment school) related their sportswear as confirming them to be part of a group. Only one nine year old (from DP, an average level of unemployment school) felt unhappy with his sportswear and did not feel part of a group/team:

Reid, age 9: 'I sometimes don't like it. (*It?*). What I'm wearing. (*Why?*) Because my mum makes me wear it even if it's got a hole until I can get new things'

This response suggests Reid is unhappy with the condition of his clothes, is lacking in confidence and does not feel part of the crowd when going around with holes in his sportswear.

When asked why they felt the way they do responses identified a high degree of confidence and satisfaction with their own brands:

Euron, age 10: 'The best………All my friends wear it'

This response, whilst appearing to contradict some responses to questions 4.3, 4.4 and 4.5, suggested a positive reaffirming response to brands worn, rather than caring too much about the opinions of others and how that affects the need to blend in or otherwise.

Some boys covered all variables within their response:

Craig, age 11: 'I like mine (*happy, confident*). They're not trendy (*not fashionable*) but you don't
need to be trendy when your playing with your friends (*feels part of the group*)'

When breaking down some of the responses it was necessary to recognize underlying meanings, for example:

Benny, age 8: 'Well not really confident I don't think. And sports aren't fashion. Are they? I like
what I've got. I don't care what they're wearing (*nods to others*).

This response initially suggests Benny doesn't feel confident and that he doesn't consider sportswear to be fashionable. However the final two sentences suggest Benny is actually quite confident in the brands he wears as he doesn't care what others are wearing.

There was no social disparity in evidence in relation to how the boys felt wearing their own brands. The younger boys (eight and nine) from all schools were just as vociferous and exact as the older boys with their responses in terms of identifying a high degree of confidence and being happy with their brands:

Arty, age 8: 'Yes, confident. I like my things so I'm happy'

Andy, age 8: 'Yes confident………'

Sandy, age 10: 'Yes confident……….'

Chuck, age 11: 'Yes good. Feel good'

Les, age 10: 'Yep. I'm confident and fashionable and happy and I play in the football team'

It was noted that those from schools with higher levels of unemployment (WPS and WRP) tended to offer insights into how they felt when getting 'something' new:

Ralph, age 10: 'Yeah, you feel good when you've got something new and it's 'fresh'…..it's good.
(*Fashionable?*) A bit….if it's new. Sometimes you buy new ones – you feel
'cool'…….'

Yusuf, age 11: 'Sometimes if it's good clothes and I don't want to get them wrecked….if it's a
good top I want to keep good and try not to get it dirty. Then I look after it better
'cause I like to wear it'

It can be assumed that these boys feel confident in their new sportswear, like its newness and in turn are happy.

5.1: How do you feel your brand compares to others' brands?

Same:

Overall the boys felt their brands were of equal comparison to the brands others wore. This insight crossed all ages and all schools.

Better:

The occurrence of feelings of superiority stemmed mainly from average to higher levels of unemployment schools with mainly ten and eleven year olds. However one boy from a low level of unemployment school (MI) considered his brands to be the same overall but sometimes somewhat better for a reason:

Sam, age 8: 'Same. When I have things my dad brings from America it's good because everyone
asks me where I got it……….they're good, sometimes better…….because nobody
else has them'

A passionate specialist in the making perhaps who likes the feeling of 'superiority'. Others who expressed feelings of superiority are from average level of unemployment schools:

Caden, age 10: 'The best'

Frank, age 8: 'Good, better'

Not better:

One boy recognized that some brands may be perceived to be better than others; however, he appeared to still be content with his own brand:

Benny, age 8: 'My Adidas are good. Maybe some are better. But I like these.

**QUESTION 6: Do you prefer to wear the same brands your friends wear? Or do you
have your own preferences?**

Yes:

Mainly ten year olds answered in the affirmative regarding wearing the same brands as friends. When probing further a rationale became clear……..that of playing in a team:

Mark, age 10: 'If you're playing in the team then you have to. Don't you?'

No:

Of the 'no' responses, a few of the boys provided a reason:

Charlie, age 9: 'No. I wear what I've got. Most of my friends wear Nike of Adidas anyway.
Sometimes if we're playing football then it's okay. But when I go out to play we
wear what we like'

Generally the 'no' response was followed by 'sometimes':

Reid, age 9: 'No. Just sometimes maybe. (*When?*) Well KY and BE got new Nike trainers and I
asked my mum for a pair, she said to wait 'til summer'

Most of the 'no' responses came from eight to nine year old boys from a low level of unemployment school (MI). These boys appeared to be confident in their own brands and did not feel they had to follow the dictates of 'others'. This further supports the responses to questions 4.3, 4.4, 4.5 and 4.6.

 Sometimes:

The most common response from the boys was 'sometimes'. They appeared to recognize that 'sometimes' they wear the same brands but this did not appear to be a personal self-esteem need but more of an activity need:

Learoy, age 9: 'Sometimes. Sometimes it's useful. (*What do you mean?*) Well it helps to be the
same sometimes then you're not left out or that. But sometimes if you've got
something new and your pals don't have it it's good to be the first, isn't it?'

Own preference:

Only one boy responded to this variable: however, this related to new products and feelings of being different from others and of being admired:

Chuck, age 11: '…….but sometimes you get something new that nobody else has, it's good
when they want it too'

6.1: Does it matter if one of you likes one brand and another of you likes a different brand?

Yes:

Of the younger boys who indicated that it did matter if one person liked one brand and the other person another brand, again their responses were associated with teams the boys played in or games each of the boys preferred. For example Nike was associated with basketball (much of Nike's advertising has been based around this sport) whilst Adidas was associated with football (much of Adidas's advertising has been based around football).

Benny, age 8: 'Yeah…….(*Why?*) 'Cause if he likes say Reebok and I like say Adidas then we
wouldn't play in the same team maybe'

Kenny, age 9: 'Yeah….(Why?) Well if we need to play in the same team we need to wear the
same. But if he likes say Nike then he's maybe into Basketball, but I prefer
football so I wear Adidas'

No:

Pete, age 11: 'Not really. I don't like Londsdale, everyone is wearing that'

Chuck, age 11: 'We all have different and sometimes the same ideas, so it's okay'

Don't Know:

Only one boy indicated he 'didn't know' with a shrug of his shoulders.

6.2: So does it matter if you wear the same as others?

Yes:

None of the boys responded in the affirmative for this question. This appears to differ from the eight and nine year olds' responses to sub-question 6.1 from DP. However, as noted, sub-question 6.1 refers to 'liking' and the 'yes' responses related to being in a 'team'.

No:

Whilst one eight year old suggested in sub-question 6.1 that it was better if people wore the same (**Benny, age 8**) here he replied 'Doesn't matter to me'. This suggests it doesn't really matter that others wear different brands but that he felt it was better to do so when playing in the same (football) team.

Sometimes:

Cam, age 10: 'No. Sometimes like when you're in a team, then we all wear the same'

Not Really:

Only two boys responded in this way. No further explanation was offered as the 'not really' could be regarded as 'no' but with less emphasis or a less emphatic response.

The descriptive analysis was then condensed into their thematic categories to identify and interpret the 'interconnectedness' of the socialization process (Hackley 2005). The following sections offer analysis of thematic categories leading to the interpretation of socialization interconnectedness.

4.4.3 THEME 1: Agency

The descriptive data was diagrammatically developed in order to place the findings within classes and categories. Table 4.2 identifies the incidences of socialization and emerging sub-themes within the key theme of Agency. The incidence of occurrence is provided within the codes of school, child and age for example school (BA), child (Pierre – PE), age (11) years is signposted as BAPE11.

It was also noted during this section that the children tended to frequent local retailers within and on the outskirts of the city. A few boys frequented specialist club outlets, received products from abroad or purchased from a catalogue:

Steve, age 10: 'The shops at the clubs. (*What clubs*?) The golf and football clubs. (*Do you get your sportswear clothes there often*?) Just sometimes.'

Charlie, age 9: 'My dad goes to America lots and he always brings us back new clothes, and shoes and that.'

Toby, age 11: 'Usually from catalogues. I get to look and choose what I want. (*What catalogues do you choose from*?) 'Cotton Traders and Next and that.'

As brand knowledge was explored it was noted that this was generally limited to common brands and retailers. Few children provided evidence of brand knowledge beyond the familiar or more common brands (extensive beyond common brands and retailers). Nevertheless those children who did identify a greater number of less common sportswear brands tended to come from social backgrounds where employment figures are high:

Simon, age 10: Rockfish Riders and Cheeky Ponies (horse-riding).

Dan, age 11: Ferrari (rock-climbing).

Charlie, age 9: Surfhead (surfing/fashion).

Ethan, age 11: Saltrock (watersports/fashion).

It was noted that communications within the family environment provided a key source for information on products and brands. However on probing how the family interacted around the communications message it was noted that the media source of television was cited as the most likely source from which information was gained, closely followed by visiting shops. Seeing advertisements in print, for example in magazines and on posters, also provided a regular source of information. Interestingly few children mentioned the school environment or interactions within the school setting as a source of brand or product communications. This could be due to the fact that these schools lay within the city catchment area were the wearing of school uniform is expected.

Table 4.2 Agency Theme (AP): Consumption Behaviour (CB)

Individual codes: General category labels & Sub-categories		Codes	Question or sub-question from which it derives	Incidence of Occurrence –By School/Child/Age Coding
Agency Themes				
AP	**Consumption behaviour**	AP-CB	3.2, 3.4	
	Independent Decisions	AP-CB/I		BASC11; BACA10; WRYA11; WRRE10; WRJA10; WPRJ11;
	Prior need identification	AP-CB/ PNI		
	Self-identification	AP-CB/PNI/ Si		BAEU10; BAOL10; BAPE11; BACA11; SE10; BAGR11; CUSA10; CUST10; CUCA11; CUJI10; CUOS10; CUCA10; CUED10; CUJO11; CULU11; CUDA11; CUCH11; CUAN10; DPBE10; DPRE10; DPKY10; DPCR11; DPJO10; DPST11; DPAD11; MICA9; MIAR11; WRYA11; WRRE10; WPLN10; WPKE10;
	Other	AP-CB/PNI/O		BALE9; BACA10; BASA10; BAJA10; BASC10; BASC11; DPKY10; DPCR11; MIAN8; MIAC9; MISH8; MITO11; MIIA10; MISE10; MIEU11; WPRJ11; WPLE10; WPLI10
	No prior identification	AP-CB/NPNI		WRJA10; WPMK10
	Collective	AP-CB/C	3.2	
	Family	AP-CB/C/Fa		BAJA10; BASC10; BAPE11; BACA11; BASE10; BAGR11; CUCA11; WRYA11
	Friends	AP-CB/C/Fr		CUOS10
	Frequency	AP-FR	2.1	
	Weekly/fortnightly	AP-FR/W-F		BACA10; BAJA10; BASE10; CUCA11; CUJI10; DPST11; DPAD11; MICA9; MIAR11; WPLE10; WPMK10
	Monthly	AP-FR/MO		BAEU10; BASA10; BACA11; CUSA10; CUOS10; WRRE10; WRJA10; WPRJ11; WPKE10;
	Seasonally	AP-FR/SE		BASC10; BAOL10; BAPE11; BAGR11; BASC11; CUDA11; CUCH11; DPBE10; MIAR8; MIAN8; MIAC9; MISA8; MIAR11; MITO11; WPLI10
	Annually	AP-FR/AN		CUST10
	Ad-hoc	AP-FR/AD		BALE9; CUCA10; CUJO11; CUMA10; CUED10; CULU11; CUAN10; DPKY10; DPRE10; DPFR9; DPJO10; DPST10; MIIA10; MISD10; MIEU11; WRYA11;
	Place of purchase	AP-PP		
	Local retailers	AP-PP/LR		BAEU10; BACA10; BASA10; BAJA10; BAOL10; BAPE11; BACA11; BASE10; BAGR11; BASC11; CUCA11; CUAN10; CUSA10; CUCA11; CUJI10; CUOS10; CUCA10; CUMA10; CUED10; CUJO11; CULU11; CUDA11; CUCH11; CUAN10; DPBE10; DPKY10; DPRE10; DPFR9; DPST11; DPJO10; DPAD11; DPST10; MICA9; MIAR8; MIAN8; MIAC9; MISH8; WRYA11; WRRE10; WRJA10
	Online	AP-PP/OL		
	Catalogues	AP-PP/CA		MITO11
	Other source	AP-PP/OS		BASC10; CUST10; CUCH11; CUAN10; CUST10; MICA9; MIAR11; MIIA10; WRRE10

Nevertheless school communications, when they occurred, tended to focus on asking friends where they purchased a certain sports trainer or football tracksuit:

Frank, age 8: 'Well we pick each other up for the matches and we talk about it then.' (*What do you talk about*?) 'About the new football boots and that.'

When print communication sources were identified the key sources emerged as comics and sports (football) magazines, whilst the few other sources were identified as logos on shirts and in clubs or in a catalogue.

4.4.4 THEME 2: Agent

The findings within table 4.3 indicate that at this early stage of consumer socialization and social interaction, mother was 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, supporting the findings of Tinson and Nancarrow (2007). As can be seen within table 4.3, other family members did not appear to play a key role within the socialization process; however, of those family members identified grandparents and siblings were the most prominent with an 'aunty' being mentioned only once. Friends appeared to play an even less important role as players within the socialization process with very few of the boys making note that they shopped with friends. Key statements arising within these categories indicated the following (*researcher sub-questions are presented in italics*):

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 mum tells him what we need before he goes.'

Euron, age 10: 'My mom and dad.'

Further probing of who actually identified product needs within the Agency Theme and Consumption Behaviour a number of sub-category factors were identified (table 4.3) providing insights into involvement of different agents in the boys' consumption experiences. How often the boys shopped and place of purchase is also identified. When reconfiguring framework themes it is noted that mothers tended to make the decisions on actual purchases. Nevertheless some boys within the framework of agency and communication suggested a degree of independent decision making was being made:

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

Yusuf, age 11: 'Well I just live beside JJB's, 'cause I live in Montrose. So I just go myself 'cause

I'm practically beside it.' (*You go by yourself*?) 'Well my mum gives me money.'
(*Do you go with any others?*) Well I go with my cousins a lot and my aunty.' (*And
do they choose your sports clothes?*) 'They just suggest things and if I'm happy then
I'll take that but usually I choose myself.'

Table 4.3 Agent Theme (AT)

Individual codes: General category labels & Sub-categories		Codes	Question or sub-question from which it derives	Incidence of Occurrence –By School/Child/Age Coding
Agent Themes				
AT	**Socialization**	AT-OS		
AT	Social interaction	AT-OS/SI	2.0, 2.1, 4.0	
	Mother	AT-OS/SI/Mo		BAPE11; BAEU10; BACA10; BAJA10; BAOL10; BAPE11; BACA11; BASE10; BAGR11; BASC11; CUST10; CUCA11; CUJI10; CUCA10; CUMA10; CUJO11; CULU11; CUDA11; CUSA10; CUST10; CUCA11; CUJI10; CUOS10; CUCA10; CUMA10; CUED10; CUJO11; COLU11; CUDA11; CUAN10; DPFR9; DPJO10; DPST11; DPCR11; DPST10; MIAR8; MIAN8; MIAC9; MISH8; MITO11; MIIA10; MISD10; MIEU11; WRYA11; WRRE10; WRJA10; WPRJ11; WPLE10; WPLN10; WPLI10; WPKE10
	Father	AT-OS/SI/Fa		BAJA10; BASC10; BAEU10; BACA10; BAOL10; BACA11; BAGR11; CUCA11; CUCH11; CUAN10; CUJI10; COLU11; CUDA11; CUCH11; DPBE10; DPKY10; DPRE10; DPST11; DPCR11; DPST10; MICA9; MIAR11; WRRE10; WPRJ11; WPLE10; WPMK10
	Other family member	AT-OS/SI/OFM		BASA10; BAJA10; BACA11; CUOS10; CUED10; CUJO11; CUST10; CUCA11; CUED10; DPJO10; DPST11;
	Friends	AT-OS/SI/Fr		BAJA10; BACA11; CUOS10; CUST10; DPST11

When exploring collective family behaviour, mothers' still appeared to be the dominant force in the
consumer socialization function. When evaluating how frequently this consumer socialization
function took place a variety of responses emerged. Weekly/fortnightly, monthly, seasonally, annual
occasions and ad-hoc (as needed) responses were offered, however only those supported with clear
statements to justify their responses e.g. offering examples, were considered useful:

Liam, age 10: 'We just go when it's for holidays, when we need something for playing in or that.'

Chuck, age 11: 'Once every 4 months. (*How can you be so sure*?) It's always before school starts after the holidays. But birthdays and that too.'

Charlie, age 9: 'Every week with my dad and my brother.' (*Every week*?) Yes, we go to the sports shops then to the bowling or cycling or something. They we go for pizza'

When identifying the agent of influence and involvement of family members the degree of family influence, in terms of influencing decisions on brand choice, initially suggested that little occurred in this area (Figure 4.9 Influencers). However when probing who the children shop with, and who makes purchase decisions, we can see key socialization agents emerging.

Influencers on Brands Worn

These findings indicate greater evidence of input from mum with other agent input less in evidence. It is more often mothers who are reported to have a greater degree of influence on the sportswear brands worn by their young sons than do other agents. On the occasion when father had an influence it was based on mother's instructions, as noted above, with other family members having some input in some instances, and friends (peers) having little influence on decision making.

The tweenage boys in this study tended to consider themselves as key to making sportswear brand choices:

Simon, age 11: 'I just look and tell my mum what I want.'

Yusuf, age 11: 'I usually say 'mum can we go to JJB 'cause I need a new football top' and my mum says 'oh you need a………….I need more gum guards or that.' (*So you tell your mum you need something and then she remembers you need other things too?*) 'Yes.'

These results differ from those of the pilot study (Appendix 18) as here mothers were identified as the individuals who tend to make the purchase decisions. Indeed, when addressing the decision making role within this study, mother again was identified as the key decision-maker. Therefore the children do not appear to recognise 'mum' as an influencer but do appear to identify 'mum' as a key decision maker. It is also noted here that peers can play a minor collusive role; however, this tends to be in terms of needing particular products and brands for collective team sports rather than a key influencing agent for general sportswear choices. The role of advertising was interesting as the children were overall non-committal to persuasive advertising messages; however, aspirational tendencies were noted in the few who recognised key sports people and indicated purchasing into the brand that particular sports person promoted. Children appeared not always to purchase into brands due to the appeal within the advertising message.

Ray, age 11: 'Yeah, I saw Nadal and he was advertising Nike. I like Nike.'

Simon, age 10: 'Some adverts are good. (*Which ones*?) Like Nike and Adidas. (*Do these ads make you want to buy the clothes*?) 'Sometimes I guess.'

Jaiden, age 10: 'I feel like Sudaski.' (*Who is that*?) 'A football player.' (*Why do you feel like Sudaski?*) He's the best player and he wears Puma.'

On the whole these children appear to be non-committal towards advertising and indeed offered sound rationale for being so:

Cain, age 11: 'I just wear what I've got.'

Toby, age 11: 'Some ads are really good but the clothes aren't.' (*Can you think of any*?) Yeah, the advert for Levi's is good but they're not for sports.'

However this does not illustrate mum's exposure to advertising or mum's degree of committal towards the advertising message.

School influence was not considered a socio-interactive influencing factor. Indeed responses to destructive comments from peers on brand choice tended to be received with derision, resulting in a negative response from the child:

Isaac, age 10: 'Well, they wouldn't say that.' (*And if they did*?) I wouldn't believe them.' (*Why not*?) 'Because my brands are good quality and they cost more than some others anyway.'

Yusuf , age 11: 'I don't care. Sometimes we're the same, sometimes different.'

Whilst the children appeared to believe their sportswear choices were not overly influenced by others within the school environment it can be seen that the influence tended to relate to functionality, that is, that required for school sports rather than for emotional relationship needs. On probing further into 'who' the key decision makers were a new picture emerged. For young males in this age group mothers still appeared to undertake the key decision making role. Mothers were clearly identified as the key decision makers in sportswear purchasing. Whilst fathers sometimes undertook this role, it was noted that when there was joint parental involvement it was mother who took the decisive role in identifying what should be purchased. Extended family members such as siblings or aunt sometimes played a small role in this activity. Nevertheless it should be noted that an outlying eleven year old child appeared to take sole responsibility for his own sportswear choices and purchasing.

4.4.5 THEME 3: Identity

When analysing findings relating to the theme of identity the data assisted in evaluating the child's self-identity based on reactions to those who influence choice. Self-concept and self-esteem statements in relation to price/quality associations, degree of personal confidence in evidence and

peer versus compliance with mum provide insights into how the boys relate to quality/price factors associated with brands they and others wear. The also provide insight into how they feel about their own brands and the views others might have towards their own brands, whether there is a strong element of peer compliance or normative behaviour and how confident this suggests the boys to be in the brands they wear (Table 4.4).

It has already been noted that children are cognisant of price and quality associations (Section 4.4.2). Here the children also provided rational responses on why it was/was not necessary to purchase high cost products every time new sportswear was required.

Jamie, age 10: 'Mine are expensive.' (*Is that important*?) 'Well they're better quality.'

Sandy, age 10: 'It doesn't matter as long as they're comfortable.'

Ray, age 11: 'Yes. My mum says if it costs a lot it's better.'

Isaac, age 10: 'I don't care about the cost if it's comfortable.'

It was evident that children demonstrated a high degree of normative and social self-esteem when responding to self-confidence questioning. Overall young males appear to demonstrate a high degree of personal, normative and social confidence within their social environments. Statements on reactions to coercive pressures from the external environment clearly resulted in demonstrations of interpersonal strength. A high degree of personal confidence appears to result with a high degree of normative confidence being demonstrated towards the brands each boy wore and within a given situation. This confidence level was also identifiable as being strong when asking questions around feelings towards the views of others within a social situation. For example:

i) Identity theme: Self-esteem factor

Andy, age 8: 'I wear what I like.'

Sam, age 8: 'I like the brands I wear.'

ii) Identify theme: Normative behaviour

Alistair, age 9: 'I wouldn't stop wearing my favourite brands. I'd still want to be stylish.'

Reid, age 10: 'I'd just wear the same.' (*Same as what*?) Same as I always do.'

iii) Identity theme: Social behaviour

Euron, age 10: 'I don't care. I like to be different.'

Isaac, age 10: 'I like to be 'unique'. (*What do you mean*?) 'Different. It's boring if everyone is the same.'

Table 4.4 Identity Themes (IT) based on Reactions to Influencers on Choice (Appendix 17)

Individual codes: General category labels & Sub-categories			Codes	Question or sub-question from which it derives	Incidence of Occurrence –By School/Child/Age Coding
Identity Theme (IT)	Self-concept construal (SCC)				
IT	SCC	Self-esteem (SE)	IT-SCC/SE	5.3, 5.4, 5.6	
		High price/quality brand associations	IT-SCC/SE/HPQA		BALE9; BACA10; BASA10; BAJA10; BASC10; BAPE11; BASE10; CUJO11; CUCH11; DPKY10; DPRE10; DPST11; DPCR11; DPJO10; MICA9; MIAR11; MITO11; WRRE10; WPRJ11; WPLE10; WPMK10; WPLI10; WPKE10
		Personal confidence	IT-SCC/SE/PC		BAOL10; BAGR11; BASC11; BAOL10; BAPE11; BASE11; BAGR11; BASC11; CUSA10; CUST10; CUCA11; CUJI10; CUOS10; CUCA10; CUAN10; CUCA10; CUMA10; CUED10; CUJO11; CULU11; CUDA11; CUCH11; CUAN10; DPBE10; DPFR09; DPAD11; DPST11; DPKY10; DPRE10; DPFR9; DPST11; DPCR11; DPJO11; DPAD11; DPST11; MIAR8; MIAN8; MIAC9; MISH8; MIIA10; MISD10; MIEU11; WPRJ11; WPLE10; WPLI10; WPKE10
		Peer compliance	IT-SCC/SE/PeC		CUSA10; DPCR11; DPKY10; DPKY10; WPMK10
		Mum compliance	IT-SCC/SE/PaC		BACA11; ; BALE9; CUMA10; CUCA11; CUCA11; CAJI10; DPAD11; DPST10; WRJA10
IT	SCC	Normative behaviour	IT-SCC/NB	3.0, 5.0, 6.0	
		Confident	IT-SCC/NB/CON		BALE9; BAEU10; BACA10; BASA10; BAJA10; BASC10; BAOL10; BAPE11; BACA11; BASE10; BAGR11; BASC11; CUSA10; CUST10; CUCA11; CUJI10; CUOS10; CUCA10; CUAN10; CUCA10; CUMA10; CUED10; CUJO11; CULU11; CUDA11; CUCH11; CUAN10; DPRE10; DPST11; DPJO10; DPAD11; MICA9; MIAR8; MIAN8; MIAC9; MISH8; MIAR11; MITO11; MIIA10; MISD10; MIEU11; WRYA11; WRRE10; WPRJ11; WPLE10; WPLN10; WPLI10; WPKE10
		Lacks confidence	IT-SCC/NB/LCON		WPMK10
IT	SCC	Social behaviour	IT-SCC/SB	3.2, 5.4	
		Confident	IT-SCC/SB/CON		BALE9; BAEU10; BACA10; BASA10; BAJA10; BASC10; BAOL10; BAPE11; BACA11; BASE10; BAGR11; BASC11; CUSA10; CUST10; CUCA11; CUJI10; CUOS10; CUCA10; CUAN10; CUCA10; CUMA10; CUED10; CUJO11; CULU11; CUDA11; CUCH11; CUAN10; DPBE10; DPST11; DPAD11; DPST10; DPRE10; DPFR9; DPJO10; DPAD11; DPST10; MICA9; MIAR8; MIAN8; MIAC9; MISH8; MIAR11; MITO11; MIIA10; MISD10; MIEU11; WRRE10; WRJA10; WRYA11; WPRJ11; WPLE10; WPLN10; WPLI10; WPKE10
		Lacks confidence	IT-SCC/SB/LCON		DPKY10; WPMK10

Whilst the self-concept theme was generally positive, a few boys were noted as lacking in confidence both normatively and socially. These individuals tended to comply with peers but mainly followed the directives of mum:

Sandy, age 10: 'If all your friends have got it wear a little like your friends sometimes.'

Ralph, age 10: 'My mum sometimes brings things from Tesco. They're okay but not as good
as Adidas.'

These findings led to the identification of associations between emotional reactions and identity. A critical evaluation of children's emotional responses to external environmental influencers such as mum and peers highlighted the relationship between the child's personal and socialization reactors. Positive and negative emotional responses were appraised and were supported by the degree of rationalization evident within responses (Table 4.5). Table 4.5 suggests there was a slightly more positive reaction than negative reaction to the shopping experience with a mix of comments offered for and against the 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.'

It was noted that when responding positively children rationalized 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 if they were also provided with some 'other' form of shopping experience which they preferred:

Arty, age 8: 'No, it's really boring. When we go into the shops my mum 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.'

Table 4.5 Responses to Influencers

Individual codes: General category labels & Sub-categories		Codes	Question or sub-question from which it derives	Incidence of Occurrence –By School/Child/ Age Coding
IT	Positive emotional response	IT-ER/PER	5.0, 5.1, 5.2, 5.3, 5.4, 5.5, 6.0	
	To mum/ family member	IT-ER/PER/PF		CUST10; CUCA11; WPRJ11
	To peer	IT-ER/PER/Pe		BALE9; CUCA10; DPCR11; DPJO11; DPCR11;
	To shopping experience	IT-ER/PER/SE		BALE9; BAEU10; BACA10; BASA10; BAJA10; BASC10; BAOL10; BAPE11; BACA11; BASE10; BAGR11; BASC11; CUSA10; CUJI10; CUCA10; CUDA11; CUAN10; DPBE10; DPKY10; DPRE10; DPFR9; DPCR11; DPST11; MIAR11; WRYA11; WRRE10; WRJA10; WPRJ11; WPLE10; WPMK10; WPLI10
IT	Negative emotional response	IT-ER/NER	5.0, 5.1, 5.2, 5.3, 5.4, 5.5. 6.0	
	To mum/ family member	IT-ER/NER/PF		WRRE10
	To peer	IT-ER/NER/Pe		BACA10; CULU11; CUDA11; CUCH11; MIIA10; WRYA11; WRJA10; WPRJ11; WPLI10; WPKE10
	To shopping experience	IT-ER/NER/SE		CUST10; CUCA11; CUJI10; CUOS10; CUMA10; CUED10; CUJO11; CULU11; CUCH11; DPJO10; DPAD11; MICA9; MIAR8; MIAN8; MIAC9; MISH8; MIIA10; WPMK10
IT	**Rationalization**	IT-RA		
IT	Cognitive response	IT-RA/CoR	5.0	BAEU10; BACA10; BAJA10; BAOL10; BASA10; BAEU10; BACA10; BAGR11; CUSA10; CUST10; CUCA11; CUCA10; CUDA11; CUAN10; CUCH11; CUJI10; CUOS10; CUCH11; DPRE10; DPBE10; DPRE10; DPRE10; DPST11; DPCR11; MICA9; MIAC9; MIEU11; MIAR11; MIIA10; MITO11; WRRE10; WRJA10; WRRE10; WPRJ11; WPMK10; WPRJ11; WPMK10
IT	Autonomous response	IT-RA/AR	6.0, 6.1	BALE9; BAEU10; BACA10; BAJA10; BAOL10; BASA10; BAEU10; BACA10; BAGR11; CUSA10; CUST10; CUCA11; CUCA10; CUDA11; CUAN10; CUCH11; CUJI10; CUOS10; DPRE10; MICA9; MIAC9; MIEU11; MIAR11; MIIA10; MITO11
IT	Questioning response	IT-RA/QR	5.2, 6.0, 6.1	CUMA10; DPBE10; DPAD11; DPKY10; MIAR11

Overall the children expressed a recognizable degree of cognition in terms of rationalized responses to situations and socialization agents. When responding to brand pressures from advertising, peers or the school environment the children were able to provide sound reasoning for their thoughts, opinions and feelings. Whilst one might expect this degree of rationalization to come mainly from the older boys, a number of the younger boys also provided interesting comments, particularly towards the shopping experience.

When condensing the descriptive findings it was seen that positive responses where directed more toward mum than towards peers. Negative responses were directed towards peers which indicated different levels of 'aggression':

Olly, age 10: 'No, I like to be different from all of them.' (*Why. How does it make you feel to be different*?) I don't know. Special I guess. Just different, not the same. It's boring being the same all the time.'

Lorne, age 10: 'Rubbish (*disagrees with Ray*).' I don't want what you've got. I don't care if I'm different or the same. It's what you want it for, isn't it?'

When the question related to wearing the brands purchased by mum the normative behavioural response was clear:

Cain, age 11: 'I just wear what my mum says.' (*Are you okay with that*?) 'Yes, she knows good brands and what I like.'

This type of response suggests a level of cognition on the role of mum is in evidence that is the boys understood the role mum played in the decision-making process and were happy to continue to wear brands normally brought into the house or purchased with mum. Those few boys who suggested their brand knowledge stemmed from friends or school chums still indicated an autonomous reaction in terms of not caring what others wore:

Yusuf, age 11: 'Well I've got a friend who's got the same as me and he knows Nike and……eh, quite a lot of people in our class wear Nike.' (*So do you like to wear the same as your friends or do you like to wear something different*?) 'I don't really care. We wear a mix.'

Autonomous rationalization also arose around 'not caring' what others wore and continuing to wear own brands:

Kenny, age 10: 'So. I'd just wear what's already there in my room.'

Amon, age 11: 'I'd still wear my brands. It depends what you need it for doesn't it? (*What do you mean*?) Well if you need it for tennis you'd wear tennis gear. (*Wouldn't any brand do*?) No, it's got to be whites. (*Don't adidas and Nike do whites*?) Yeah, but Fred Perry's the best, they've been doing tennis gear for ages.' (*Who says they're the best*?) 'My dad.'

Overall the boys demonstrated a more cognitive response towards the surface level themes. Additional factors within this area offer scope for further exploration, such as issues associated with age (Section 4.4.3) and social background (Section 4.4.4).

i) Age Factors

When reviewing the findings in order to classify individuals into smaller groupings, the implications of the child's age were considered i.e. the data was recoded for conditions (age), consumer socialization behaviour (agency), influencing factors (agents) and responses (responses to agents). No distinct age constructs were identified for differences in socialization behaviour, influencing agents or responses. Findings with younger children (eight to nine years) tend to replicate many of the findings from analysis of the older children (ten to eleven years). However when identifying differences it was noted that a few of the older age group were more likely to make independent purchases (more readily at around eleven years of age, the reflective stage identified by Roedder-John 1999) whilst the younger age group appear to be less likely to make independent decisions on consumption:

a) Agents

Charlie, age 9: 'Dad buys (the sportswear). Mum tells dad what is needed.'
Arty, age 8: 'Mum buys (the sportswear). Sometimes dad. Mum or dad brings them into the house.'
These younger children appear to have less of a say on the brands purchased, when they are purchased and by whom they are purchased.

b) Responses to external peer influencers

Nevertheless overall the younger children also demonstrate a high degree of independence from coercive external influences.

Liam, age 10: 'Yeh, I'd still wear mine too. What do they know?' When agreeing with Mickey.
Andy, age 8: 'I don't care what they think.'

ii) Social Background Factors

As noted one of the main differences noted in relation to low and medium employment areas vis a vis high employment areas was that those from high employment areas appear to have a greater knowledge of sportswear brands other than the familiar or most common: for example, those brands not readily available in sportswear retail outlets such as Surfhead (surfing), Ferrari (rock climbing) and Saltrock (fashion) (Figure 4.13). Reasons for this appear to stem from parental (dad) travel for work and participation in sporting activities such as horse riding, surfing and climbing where specialist sportswear brands are identified as being required:

Charlie, age 9: 'Surfhead. They make clothes for surfing and water sports.'

Simon, age 10: 'I get mine from the saddlery shop.'

Chuck, age 11: 'Dad gets me things. He always brings me sports clothes back from America.'

These findings demonstrate that children from catchment areas MI and CU identified a greater range of sportswear and fashion sportswear brands that did those children from the other schools. In addition the children from the higher employment areas identified a wider range of sporting activities in which they were involved than did those children from areas of average and lower employment. The children from higher employment areas also appeared to be involved in a greater range of sporting activities other than football and swimming; for example, horse riding, golf and skiing, the range of which appears to impact on the brands of sportswear identified, purchased and distribution points used. For example, a few of the boys from the MI and CU areas tended to purchase from specialist retailers or specialist catalogues. This was not evident from any of the other schools.

Section 4.5 progresses to offer a summary from the analysis of surface-level information.

4.5 STAGE 1: SUMMARY OF SURFACE-LEVEL INFORMATION

The exploration of stage 1 of this study identified the emergence of themes and sub-themes associated with surface-level information extrapolated from (Table 4.6) the friendship group discussions.

Table 4.6 Thematic Frameworks – Surface Level Information

Agency themes	Agent themes	Identity themes
Socialization	**Family influence**	**Self-concept construal**
Social interaction	Family member influence	Self-esteem
Consumption behaviour	Parental/mum involvement	Normative behaviour
- Independent		Social behaviour
- Collective		
Communication	**Mum versus Peer influence**	**Reactions**
Brand knowledge	Type of influence	Positive
Communication source	Degree of involvement	Negative
Sub-theme identifications:		
	Media influence	**Rationalization**
	Media involvement	Cognitive response
	Aspiration	Autonomous response
		Questioning response
	School influence	
	Observations	
	Communications	

The data was then revised in order to refine the rawness of the frameworks and identify and synthesize emerging sub-ranges of phenomena.

4.5.1 Attachment

As we have seen from Bartholomew's model (Figure 2.1, p.34) different emotional reactors occur as a series of stages relating to the child's inner feelings.   In applying the findings from Stage 1 of this study figure 4.9 shows that the young male consumers participating in this study demonstrate secure and independent characteristics. Few are coerced by peers to comply, implying that the child is not fearful of ignoring a subjective norm, as identified by Kaplan (1999) who suggests that peer pressure does not reach a peak until the age of eleven.

Figure 4.9 Findings Applied to Bartholomew's Attachment Model
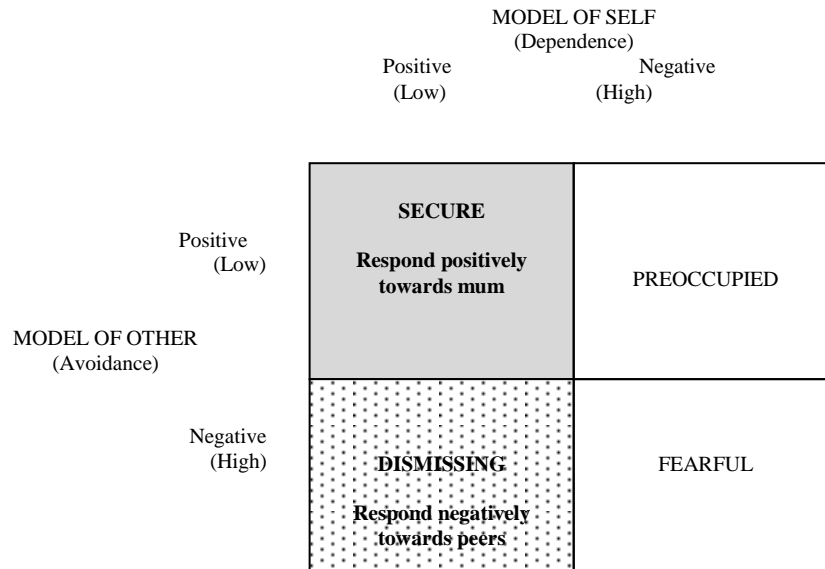
Source: Adapted from Bartholomew (1990 p.170).

Findings from this study suggest that overall these young males were able to demonstrate a high degree of extraversion to coercive others by exuding confident self-expression and self-fulfilling drivers were dominant, self-assured characteristics were identified further indicating independence from, and in some incidences superiority over peers.   In relating these self-fulfilling drivers, as illustrated by the Bandura et al. (2003) psycho-socio motives, it was noted that these children could objectively look at themselves and rationalize their own behaviour.   This suggests these boys lie within the secure quadrant within figure 4.9 where the model of the self is positive. The boys react positively towards mum with low levels of avoidance in evidence. The findings also indicate that, in relation to peers, these boys also lie within the dismissing quadrant of figure 4.9 as the 'secure self' reacts negatively towards peers and avoidance of peer coercion is high.

These finding do not support much of the earlier research on personal development for this age and stage (Chapter Two) where it was suggested that children from seven to eleven years do not consciously adopt rational thought processes but automatically learn from, and adopt the behaviours

of others through socialization agency and from socialization agents such as family, siblings, peers, teachers and the media (Bee and Boyd 2007). The findings from Stage One of this study suggest that these agents may provide a source of learning but are not yet powerful influencers of decision-making or action. Mothers appeared to be the main deciders of action towards sportswear purchasing and were still identified as the primary control elements in the young male consumer's behaviour. These findings support the study by Kurdek and Fine (1994) where the psycho-social competence of the child was dependent on parental control. In the current study we could assume that normative behaviour appears to have provided these boys with a high degree of self-confidence in the sportswear brands they wear and thereby reduced the effect of peer pressure on their sportswear choices.

Section 4.6 now takes us from the surface-level information analysis to exploring deeper-level frameworks (Table 4.7) and through an identification of intrinsic reactions to mum and peers. These reactions are analysed for evidence of emotional and/or rational responses. These responses are categorized in relation to degree of aggression, compliance, normative behaviour and direction of attachment.

4.6 STAGE 2: ANALYSIS OF PROJECTIVE COMIC STRIP SCENARIOS

The final section from the friendship group discussions (responses to socialization agents and shopping experience) was probed further through the comic strip scenario. Projective responses were analyzed to probe and evaluate deeper-level frameworks associated with social roles (Table 4.7).

Table 4.7 Deeper-level Frameworks from Projective Analysis

Social Roles	Response	Personal Variables
Relationship roles	Anger	Independent
Respect toward mum	Fear	Collective
Respect for peers	Sadness	Superiority
Attachment needs	**Reactions**	**Directives**
High	Aggressive	Inner-directed
Medium	Submissive	Outer-directed
Low	Avoidance	
	Compliant	

The boys were encouraged to illustrate, through drawings and/or text, an intrinsic reaction to a potential real life scenario in order to uncover the individual 'actors' reactions and depth of feelings.

This scenario critically evaluated the pivotal riposte the children adopted and were identified as resulting from the child's inner feelings towards the situation and towards the individuals used within the situation. Each individual response provided an insight into the child's control processes in terms of internalization, response reactors and degree of influence the agents (mother and peer) had on the child. Analysis of phenomena was based on the identification of type of response (Table 4.7) as depicted across the sample and cross-referenced to discussion responses.

This multi-layered approach offered the children a participatory opportunity as 'reflexive interpreters' (Christensen and James (2000, p.165) of each other's drawings. As experienced by Christensen and James, the children communicated excitedly with each other, with the researcher, shared stories and discussed drawings. This had the effect of highlighting lifestyles, preferences, interactions and personalities.

Appendix 16 identifies potential deeper-level responses to the projective comic strip scenario. Appendix 20 offers a tabular development of individual codes, general category labels and incidence of reactions. Individual codes identify social roles and emotional reactions. Social roles were further explored in terms of relationship roles by identifying respect for mum and respect for peers. An exploration of attachment was achieved through the identification of directedness towards mum, peers or school. For example, SR/RR/RA suggests that within social roles the mother/child relationship role indicates a high degree of respect for mother is in evidence. A coding of SR/AN/PA indicates that within the child's social roles there is an attachment need in evidence towards the socialization agent, for example towards mum. Reactions were further identified through the identification of anger, fear, sadness, the 'I don't care' response or an indication of superiority. Illustrations assist with the identification of reactions and are determined by the type of reaction, for example, aggressiveness, submissiveness, avoidance or compliance towards mum or peer. Evidence of how the child rationalized their response is identified from statements on reasons for acting in a particular way. Therefore a coding of ER/RE/AV/Pe would indicate an emotional reaction (ER) where the reaction (RE) is avoidance (AV) of peers (Pe). Projective responses probe for motives behind the child's actions for example could the reaction be driven by adherence to family norms, fear of upsetting mum, personal status issues and so forth. An identification of the degree of independence was then explored as was the degree of collectiveness towards mum and/or peer. Results from these constructs assisted with a consideration of the child's level of inner-directedness versus outer-directedness. The drawings chosen for presentation within the analysis represent common themes emerging within the category.

i) Social Roles

It is noted that these young boys demonstrated a greater degree of respect towards their mother than towards their peers. At this age and stage these young males preferred to follow the directives of the family member (mum) and were less likely to be swayed by coercion from peers. For example when asked how they would feel if none of their friends wore the same brand (probing of question 4):

Kim, age 10: 'Well, they'd have bad taste, ha, ha.'
Kim's response to the comic strip scenario confirmed this view

Response to scenario:
'I would follow what my mum said and I don't care what my friends wear and I'd not follow what my friends says me to put me off.'
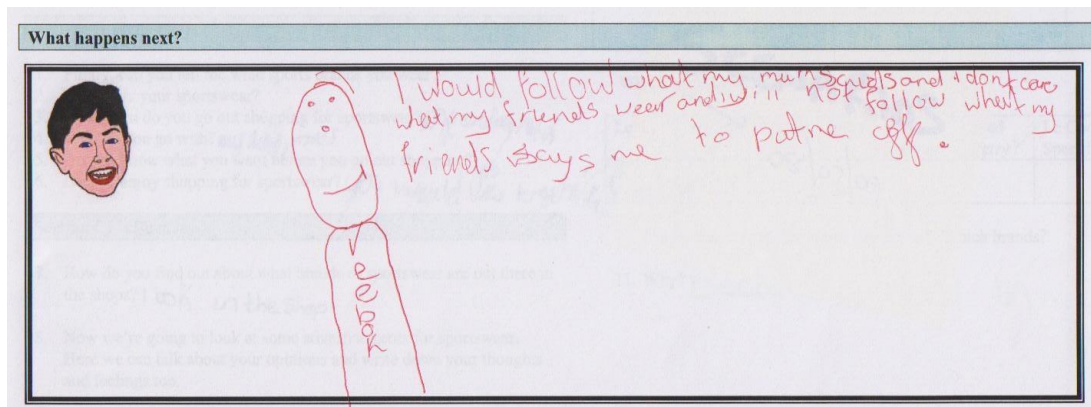
Les, age 10: "No. I don't care what my friends wear."
Response to scenario:
'I would just wear what my mum told me because it's to keep me warm And I don't care what my friends think. The Adverts………MY FAVOURITE IS………….NIKE AND PATRICK'
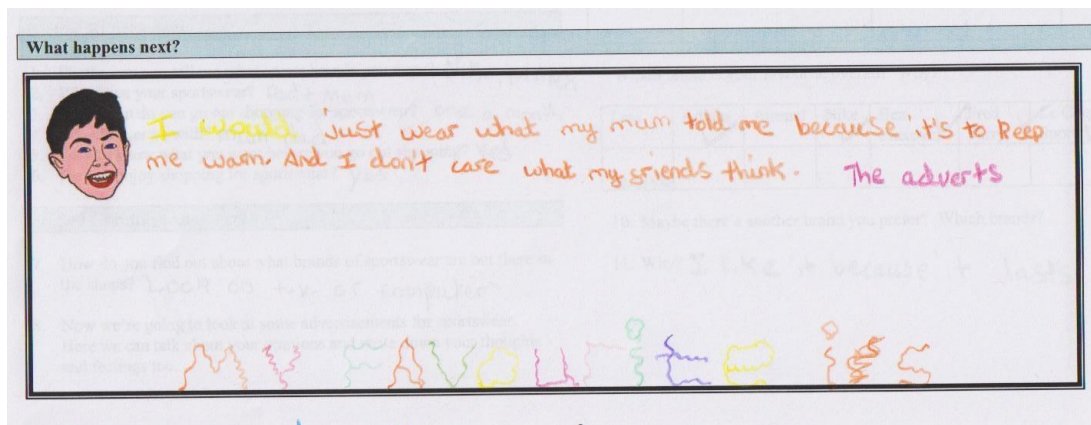
These projective responses supported findings from the friendship group discussions as these two boys again demonstrated a high degree of self-confidence by responding negatively to peer pressure

and coercion. Attachment directedness tended to remain within the family domain (Section 2.4.1). Nevertheless a few boys indicated that there can be a lack of confidence during this type of situation. For example when asked who buys the sportswear and who he shops with Caden responded:

Caden, age 11: 'Myself and my parents. …….Mum, granddad, sometimes friends.'

Response to scenario:

'Put it (the jacket) back in the house and run into the car?' Suggesting a lack of confidence, self-esteem, fear of what peer thought of his jacket and non-compliance with the directives of mum.
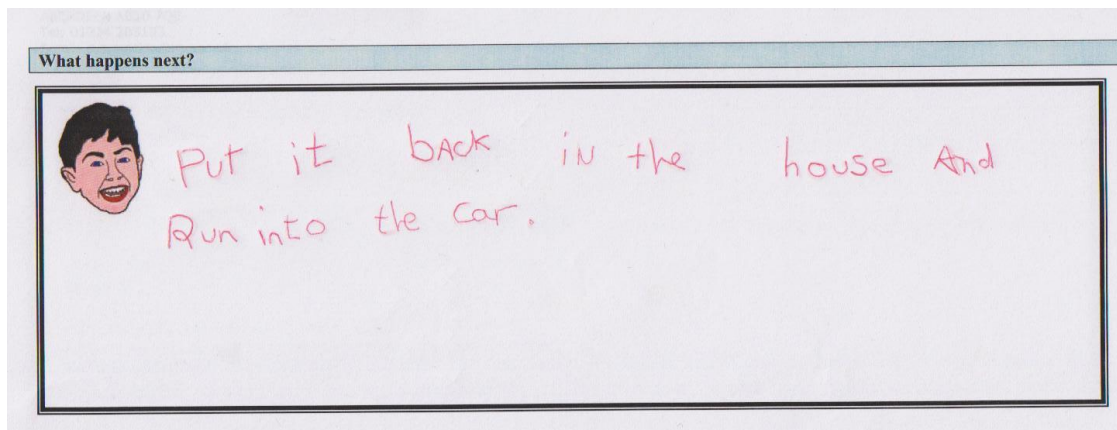
This lack of confidence was indicated by one other boy:

'I don't mind' was noted within **Jon's** (age 11) response to friendship group discussions but differed within the scenario.

Response to scenario:

'I think I'll grab another jacket.'

This suggests that Jon didn't feel any threat during friendship group discussions and so answered in a confident manner. However when actually placed in a 'situation' of coercion he would act differently. A question then arises for the researcher: which response to believe/use/consider as more truthful? It might be suggested that within the group situation Jon felt more comfortable. This supports Alderson and Morrow's (2004) 'friendship' group approach to collecting data from children. However it might be suggested that if children are overly comfortable they feel more relaxed and are more likely to offer the 'positive-to-the-self' reaction that is the child is suggesting an inner strength. Alternatively when placed in an individual, personal and 'coercive' position the child acts to protect the self. In this case Jon attempted to protect himself from others by changing his jacket. It is felt that this anomaly would not have been identified through any other 'ethical' methods of 'reactive' data collection.

These anomalies within the findings suggested a level of interpersonal conflict was occurring within the individual who would therefore be described as a 'flight' rather than 'fight' personality type (Section 2.5.1). This type of reaction is more of a 'questioning' response in that the child appeared to be seeking reassurance ('I think' not 'I will'). The reaction suggests he directed his attention towards the opinions of his peers. In this instance the questioning response stems from a positive reaction to peer pressure, demonstrated by the child's attempt to show solidarity with peers: hence holding peers in a higher status category than the self or his mum, ultimately indicating acceptance of, and outer direction by peer views. These few differed from many of the other reactions demonstrated by the boys. When exploring the relationship roles within a social role situation, this analysis identified the degree of respect given to each of the socialization agents. Relationship roles within the social role indicate a positive respect response towards mum and a low positive response directed towards peers. The direction of attachment to each of the socialization agents in terms of social roles and attachment indicates that the boys accorded a higher degree of attachment towards mum and a lower degree of attachment towards peers. It can also be seen that there was a greater difference between the level of respect directed towards mum than was directed towards peers, however the difference is not so marked for the direction of attachment. In other words the boys demonstrated a greater degree of independent, autonomous responses towards the coercion of peers than towards 'following' the directives of mum.

ii) Reactions

When evaluating reactions the 'fight' or 'flight' responses were analysed through the use of a number of associated variables extrapolated from the literature in Chapter Two (Table 4.6). At this juncture it was necessary to identify picture associations or statements relating to being part of a group and whether the social group membership was more in evidence towards mum or peers, or indeed whether the child's view of the social role indicated evidence of independence from social agents. Responses were therefore analyzed to identify one or more of the variables within table 4.6.

Table 4.8 Identifying Visualizations/Statements

Reaction	Deeper-level framework themes
Anger	Aggressive (independent)
Fear	Submissive (to mother)
Sadness	Submissive (to peers)
Doesn't care	Avoidance (independent)
Superiority	Compliance (with mother)
	Compliance (with peers)
	Rationalizing

Source: Developed from Chapter 2; Sections 2.5 and 2.5.1

Here the degree of anger associated with the response was evidenced in statements, such as 'shut up', 'don't care', 'what do they know', or 'annoyed'. These statements were evaluated as were 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 was the key reaction the children demonstrated towards pressures or coercion from peers. The self-defence mechanism of 'fight' was identified as being stronger at this stage of development than the 'flight' mechanism. These children had a 'don't care' attitude towards those who are perceived to be a threat to their homeostasis:

Mickey, age 10:

Response to scenario:

'I don't care what you think.'
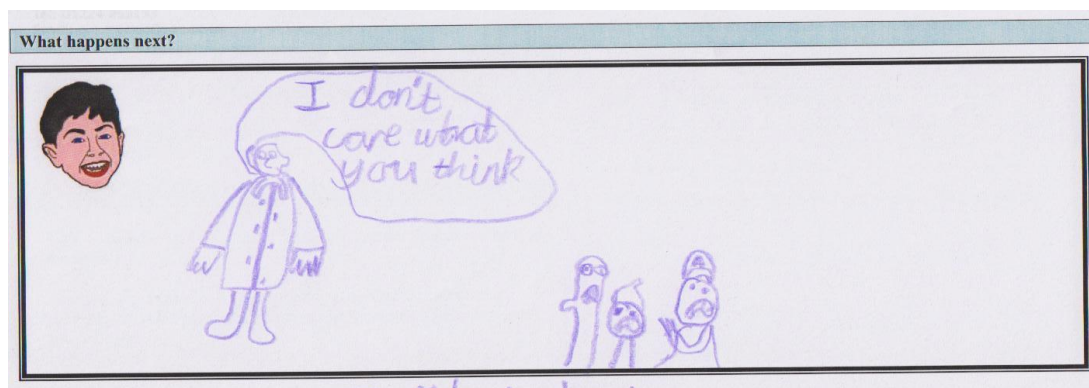
Mickey's statement is directed towards three shapes which represent the three peers within the comic strip. Each of these figures (peers) were given a 'glum' look, are generally 'ugly' shaped figures and are smaller than the responding figure which looks almost 'adult' like in what looks like an overcoat. This indicates a more powerful, confident individual who appears to be in a happier position than his peers.

Jaiden, age 10:

Response to scenario: 'I don't care.'

Jaiden's response also responded with an 'I don't care' attitude however here Jaiden used more colour in his drawings, all the figures are smiling, wearing similar outfits and are of the same approximate size. This it might be suggested indicates a position of autonomy, where all are perceived to be equal but also entitled to their own opinion.

Whilst the 'don't care' response was strongly in evidence, it was interesting to note that many of the children demonstrated the ability to rationalize their responses:

Benny, age 8:

Response to scenario:

'I don't care if I wear Nike, that's my style so if your not happy with it that's tuff.'
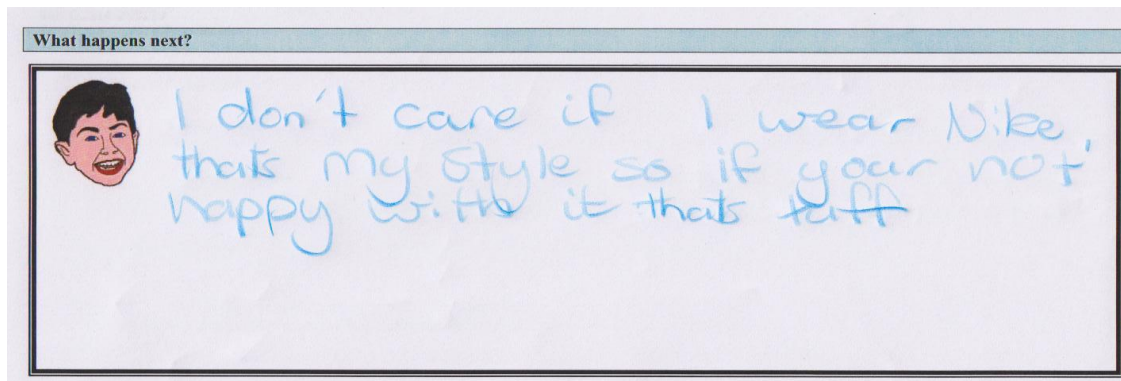
Benny was one of the younger boys who did not feel comfortable with drawing. He was therefore permitted to write a response. Interestingly Benny's statement was specifically directed towards the peer group 'if your not.....' rather than simply answering to what could be construed as anyone (mum, peers, reader). This again suggested a confident youngster who was quite capable of standing up for himself.

Some boys directed their responses to mum also:

Chuck, age 11:

Response to scenario:

'Ok mum, I will just tell my friends that my mum has paid a lot of money for it and it is cool.'

Mum: 'I love you son.'
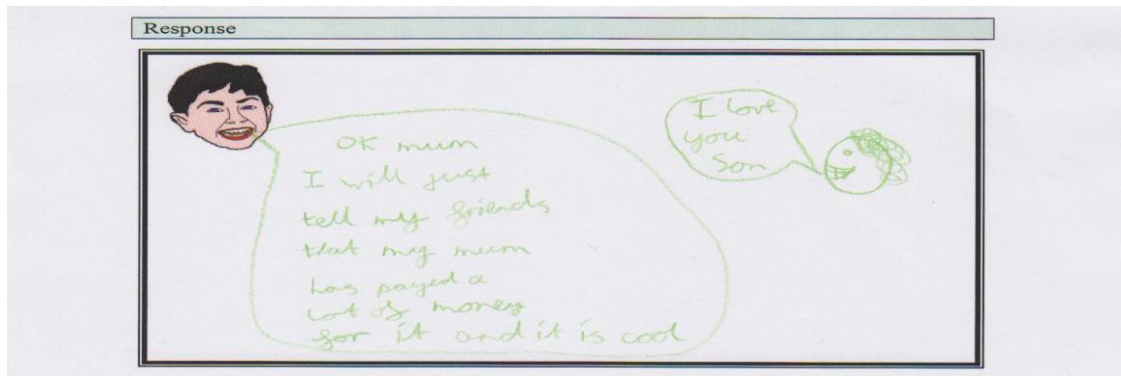
Chuck decided to use the offered picture of the happy boy as a representation of himself. 'Himself' had a conversation with his mum rationalizing why he would continue to wear the jacket his mum had provided. His mum is drawn with a happy face. Here we can see Chuck directed a high degree of respect towards his mum suggesting his attachment to mum was strong.

The few differences of reaction emerging indicated a propensity to feel 'fearful' or indeed 'sad' or 'upset' within this type of situation. This supported the findings from those few different responses within the surface-level analysis. A few children experience conflict and hence internalized choice decisions based on Bartholomew's (1990) emotional neuroticism where the personality trait is highly emotional and displays a high degree of self-anxiety. This response appears to be driven by an element of dependence related to questioning: that is, the child seeks reassurance, values the opinions of others and may even seek direction from others:

Cain, age 11:

Response to scenario:

'When not with them (peers)……wearing coat (jacket).'

'When with them (peers)……not wearing the coat (jacket).'
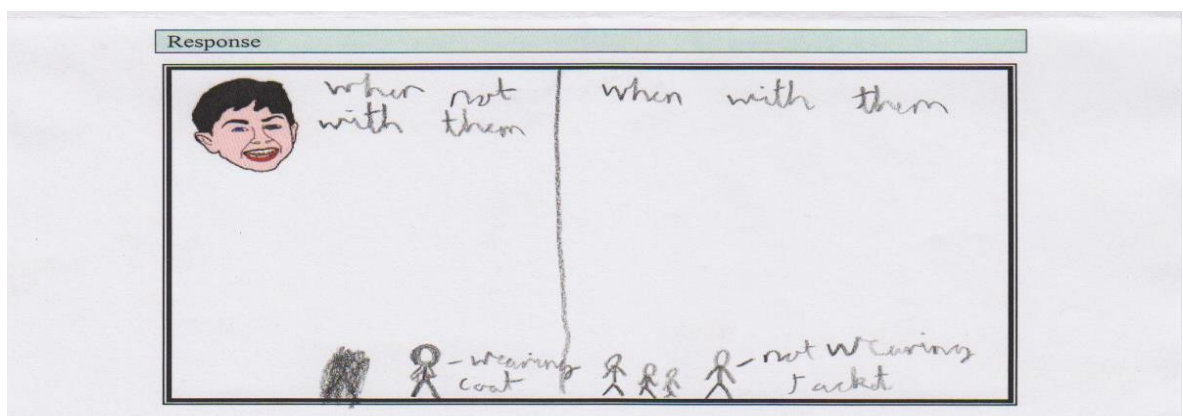
Cain drew a defining line between two potential actions. He determined to take one action when peers were not in evidence by following normative behaviour within the family setting but changed his behaviour when peers were present. This suggests Cain is more readily persuaded by the views of his peers and so can be described as a compliant type who responds to external (to the family) influencers within his social network. As indicated, Cain's reaction differed from that demonstrated by most others. The over-riding emotional response of identified was that of 'don't care' which supports surface level findings. 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:

Jamie, age 10:

Response to scenario:

Shrugs shoulders. 'Get into car' (presumed to be mum).
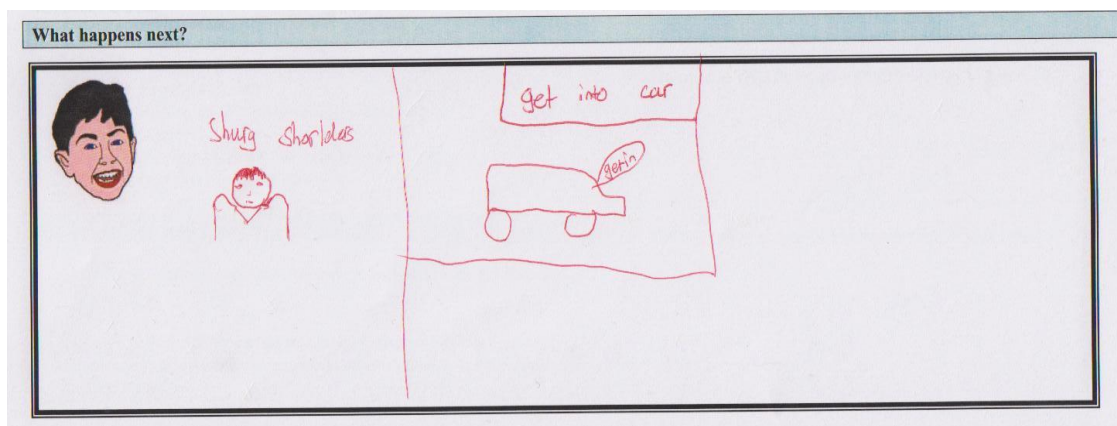
'Shrugging' of the shoulders was a common, sometimes non-committal response.

Children from higher employment and higher economic backgrounds demonstrate a more aggressive, angry and avoidance stance towards peer pressure.

Isaac, age 10:

Response to scenario:

'It's better than your piece of tosh!'

Other: 'Ready shoot him!'

Guns, blood and what appears to be 'gore' are prominent within Isaac's response. This boy incorporates futuristic weaponry to 'fight' off comments on the brands he wears. Here we can assume a masculine, confident personality type who represents a high degree of superiority over others. This child demonstrated a strong element of inner-directed individuality.

Toby, age 11:

Response to scenario:

'Stuff you and your tosh. Blow the remains of his dead body up.'

Peer: 'I'm dead by the way.' 'Your sad.'

Aside: 'Beat them up.'
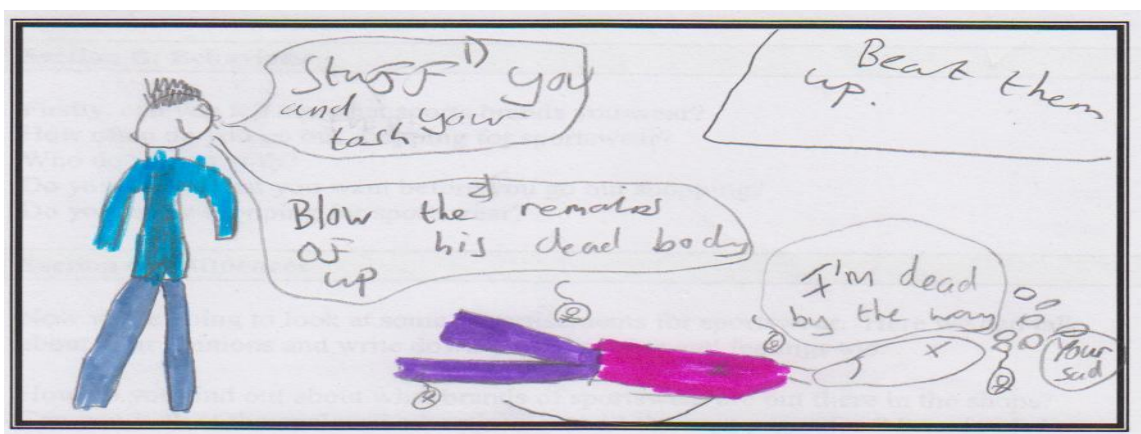
Toby offered detail in his drawings of himself and peer. The representation of the 'self' is smiling yet aggressive whilst his peer has a cross for an eye and an unsmiling face…….in a prone position. Whilst this drawing appears also to be aggressive there are elements of comedy included. The statement 'I'm dead by the way' suggests the peer figure is not really dead but pretending to be so. This is a common characteristic of boys' 'play' for example soldiers at war, cowboys and Indians, and South Park: Kenny. Nevertheless a masculine character who will adopt a 'fight' orientation rather than a 'flight' orientation is in evidence. Here the overriding response is that of negativity in terms of defending the self; deflating the status of others; and being antagonistic towards others. The degree of aggressiveness shown towards peer coerciveness was high with the 'don't care' attitude also being a regular emotional response. From the higher employment areas an attitude of superiority was also in evidence. Few of the respondents reacted in a fearful or sad manner. Those who did were the younger members of the groups and came from lower employment areas.

When analysing the reactions of each boy sub-components from deeper-level frameworks, in relation to directedness towards mum and peers, could also be identified. The increase in the degree of aggressiveness appeared to result from those boys from higher socio-economic environments.

Reactions directed towards mum suggested a high degree of respect towards mum's views was in evidence. There was an indication of directedness towards compliance with mum and a low level of submissiveness directed towards mum, indicating a greater degree of compliance with, rather than submissiveness to the directives of mum. Reactions directed towards peers indicated the groups' low level of respect towards coercive peers. This was supported by low levels of peer compliance and even lower levels of submissiveness to peer coercion. In addition it was seen that higher levels of aggressiveness and higher levels of avoidance were directed towards negative coercive behaviour in peers. As noted in surface-level findings children were also able to rationalize the response directed towards mum and/or peers.

4.6.1 Deeper-level Framework: Independence versus Collectiveness

Explanatory constructs were developed when probing the degree of independence versus collectiveness in evidence which assisted with understanding the inner-directed and outer-directed reactions of the boys. In exploring outer-directedness it could be seen where this direction stemmed from that is, the mum or peer group. These findings gave insights to the dimensions of social networks and the interactive factors at play within social and individual constructs. The degree of sensitivity of relative impact from the two key influencing agents indicated that the young male's reactions were based on and weighted towards independent choices. They revealed themselves to be individuals who were not motivated to follow the directives of peers but who were more likely to react negatively to peer derision: that is 'fight' rather than take 'flight'. These responses suggest characteristics which reflect confident children who are not consciously driven to comply with others but who follow social norms in terms of going along with mum's jacket selection. Independent reactions are more readily in evidence within the drawing/writings using the 'I don't care' response.

Frank, age 8:
Response to scenario:
'I don't care.'
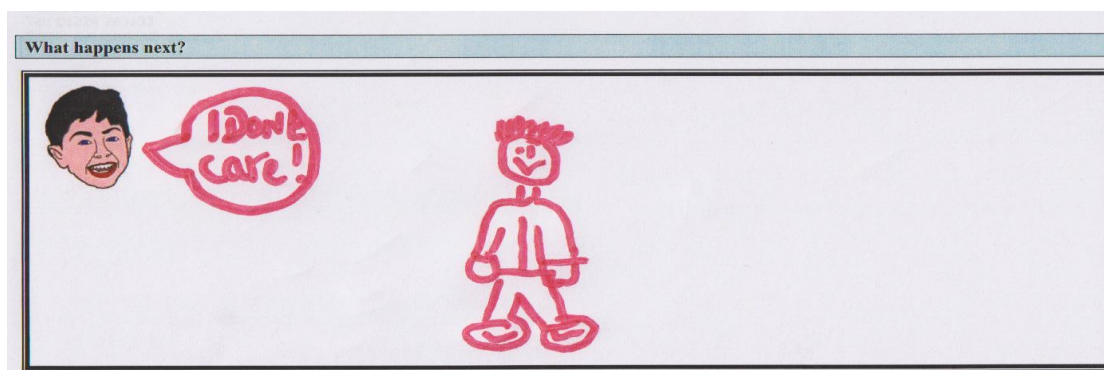
Frank is emulating many by offering the statement from the 'boy' offered within the scenario and either relating that 'smiling' boy to the self or adding a drawing of the 'self' again with a happy, smiling face.

Where outer-direction is involved, it tends to stem from internal family influence rather than influences external to the family network:

Jimmy, age 10:

Response to scenario:

'Mum told me…….I'm going home.'

Peer: 'Get lost, ha, ha.'
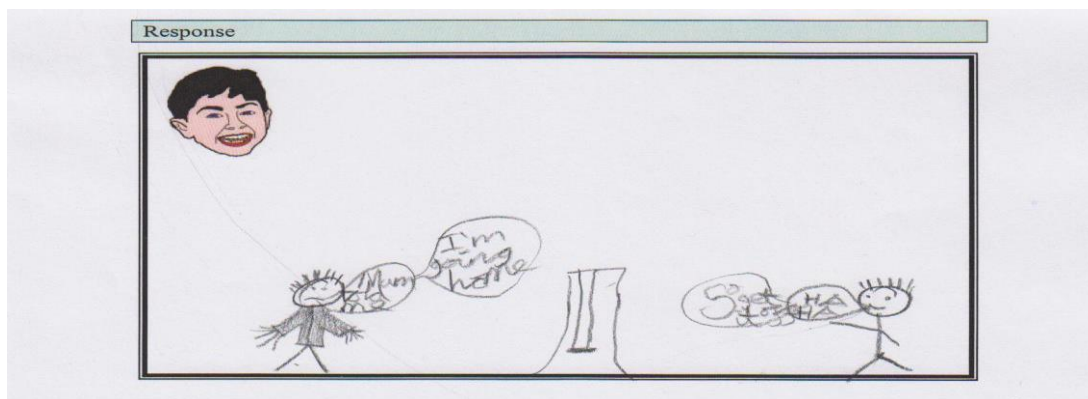
Here the peer appears to have the upper hand as Jimmy draws himself with an unhappy face and the peer with a happy face. Jimmy indicates he is in an unhappy situation and takes to 'flight'…..and mum is to blame. Here we can see Jimmy appears to have followed the directives of mum to wear the jacket but he is unhappy in doing so when his peers negatively comment on the quality of the jacket. There appears to be some conflict between following the directives of mum (compliant, normative behaviour) and fitting in with his peers (conscious energy directed towards the views of peers). Justification is offered for wearing the jacket. Jimmy appears to be in that difficult transition period of development when attachment is still strong with the norms of family life but directedness is moving towards peer views. Interestingly those few children who appeared to be outer-family directed were in the older age group of ten to eleven years. These boys rationalized their reactions arguably due reaching the reflective stage of personal development (Roedder John's 1999):

Les, age 10:

Response to scenario:

'I would just wear what my mum told me because it's to keep me warm and I don't care why my friends think……….'
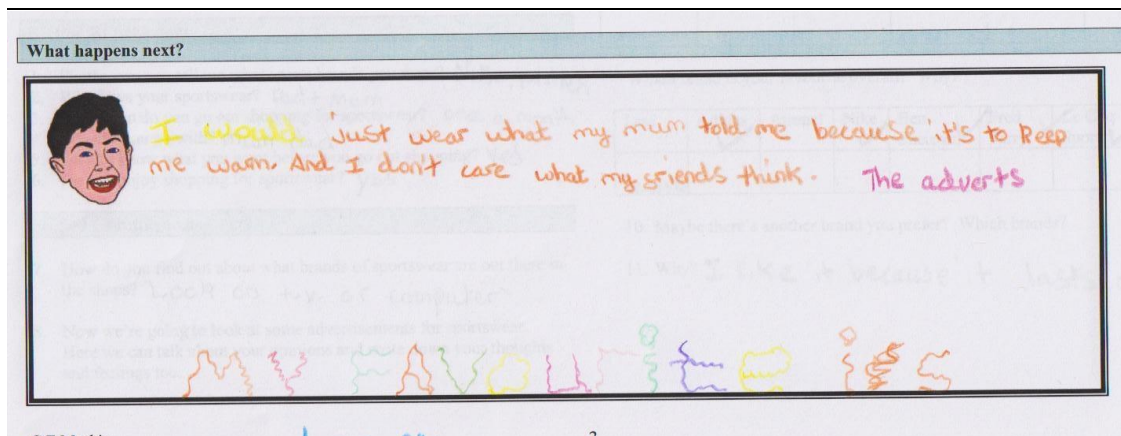
When grouping to evaluate responses it can be seen that these children appear to be driven by inner-directed, independent actions for sportswear choices (Figure 4.21). Figure 4.21 indicates that the overriding results suggested these children tended towards independent and inner-directed reactions. Nevertheless it should be noted that when children were motivated to follow the collective outer-directed agent influence, they tended to lean towards mum rather than peers. Interestingly these young males appeared not to be motivated by a collective peer need, nor were they overly outer-directed by this particular peer social interaction agent.

The next section critically evaluates the data in terms of identifying associative constructs through the development of multiplicative and corroborative structures which links the descriptive findings to associations and potential explanations of the occurring phenomena. Relationships between variables explore potential permutations of relationships, allowing for the critique of current thinking and presentation of new theoretical constructs.

4.7 ASSOCIATIVE ANALYSIS

Phenomenological constructs were critically evaluated in terms of examining evidence of associative constructs through a process of selection and elimination. This process identifies multiplicative corroboration of structures within the data through the adoption of a linking approach which leads to the development of associative and explanatory generalizations of phenomena. Pathways to motives are developed which in turn identify the intrinsic reactions children have to influencing agents within their social environment. In identifying pathways, linkages between phenomena can be developed, such as emotional responses to external influencing factors; sociological attachment needs and psycho-socio impact on the motivation to act. Associations are explored via 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 4.8). Typologies are identified from which emerge insights to proactive facilitators through the development of a matrix of psycho-socio phenomena.

Table 4.9 Emergent Typologies from the Association of Proactive Facilitators

Emerging Surface Level Pathways	Generalized Typologies	Emerging Deeper Level Pathways	Generalized Typologies	Identified Typologies
Agency	Positive reactions towards mum	**Social Roles**	Positive reactions towards mum	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.
Agent	High degree of family (mother) involvement and decision-making	**Emotional Reactions** A high degree of negativity demonstrated towards external social pressures in evidence	Negative towards antagonists Positive towards mum Autonomous supported with rationalizations	
Self-concept	A high degree of personal, normative and social self-esteem is in evidence	**Directives**	Independent Inner-directed	

When constructing complex typologies it is necessary to review the dimensions of the study. For example is the study multi-dimensional? The multi-dimensional interconnections of findings from the friendship group discussions and the projective scenario are used to develop typological categories as shown in figure 4.10.

Figure 4.10 Matrix of Behavioural Typologies
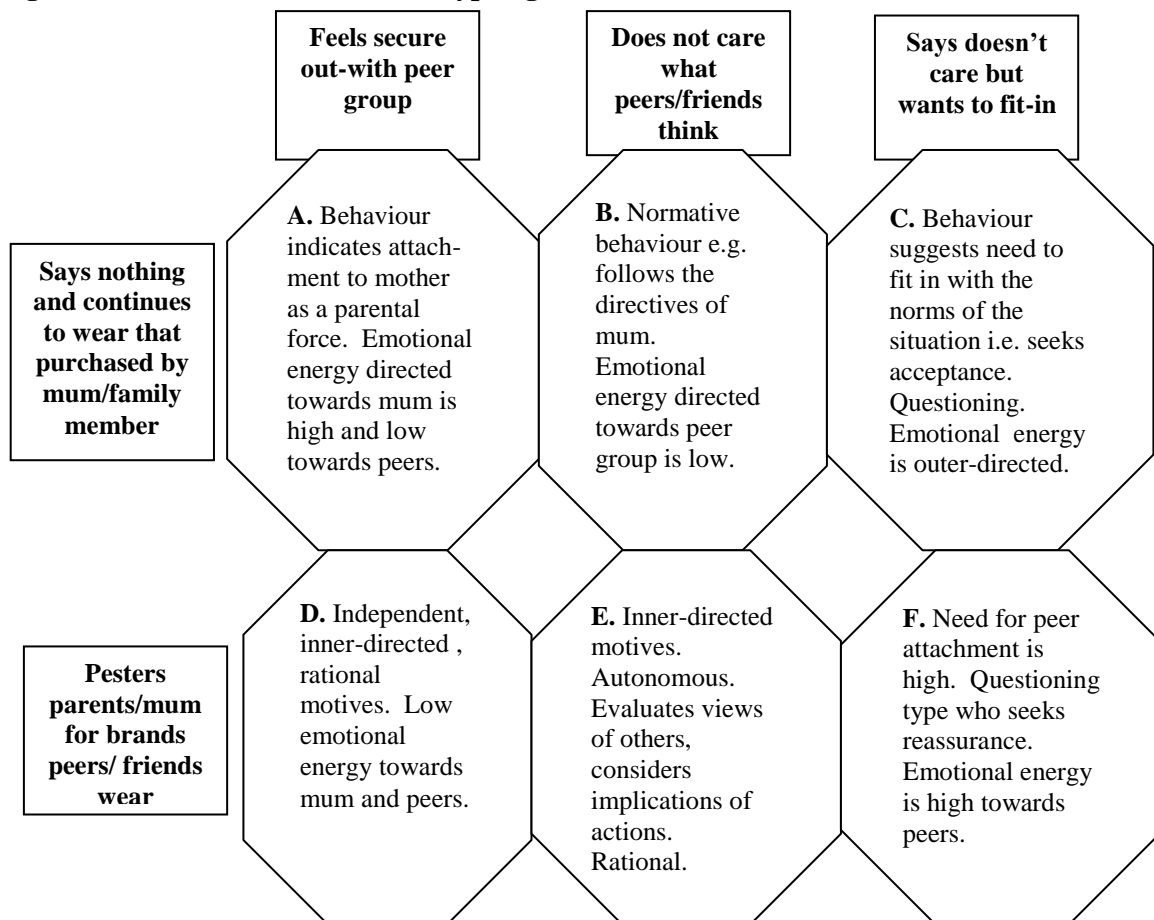
Figure 4.10 identifies six emerging typologies underlying the consumer behaviour of the eight to eleven year old male respondents within this study. The figure also identifies the impact these typologies have on the motivation to act, based on emotional responses to the socialization agents within the study. The matrix illustrates the behavioural tendencies identified within this study. When comparing the matrix with figure 4.9 (p.176) it can be seen that if the child feels secure within family norms and does not care what peers might think of their sportswear garments, then they will be motivated by their attachment to mum, as evidenced by the high degree of emotional energy directed towards mum and low emotional energy directed towards peers (A & B). If the child is motivated to 'fit in' with peers but suggests otherwise by continuing to wear the brands provided, the child is demonstrating a high need for acceptance and his emotional energy is directed towards external influencing agents (C). The child who feels secure and who demonstrates independent personality traits is inner-directed and feels secure within peer situations. This child may pester parents for particular brands; however, this pestering is based on rational rather than emotionally driven motives (D & E). The child who wishes to 'fit in' with peers will pester parents as they are motivated by peer attachment needs and reassurance. Emotional energy towards peers is therefore high (F). Figure 4.10 offers insights to the reactions of the boys in relation to demonstrations of security; not caring what peers think about the sportswear brands they wear; suggesting they do not care what peers think but demonstrating a need to fit in, for example:

Sam, 10 years: 'I would not wear it around those people. But I would tell my mum what they said and ask for other brand.'

Therefore Sam might be described to be outer-directed which has resulted in Sam pestering mum for a different brand. He would therefore fall within category F where the need for peer attachments can be described as being high as he seeks reassurance from peers. His emotional energy might therefore be described as being higher towards peers than it is towards mum.

4.7.1 Discovering Associated Relationships

In determining associative relationships it is necessary to ponder upon the meaning of the describers. This assists in developing ideas and seeing connections. A model of main category themes was developed and sub-divided enabling cross-linkages of associative relationships, as shown in figure 4.11.

Figure 4.11 identifies that positive emotional reactions were directed towards the mum whilst negative emotional reactions were directed towards peers, and minimal/limited cognition of media and school environments. However the model also indicates that the choice decision often lay with the mum and hence no emotional energy drives motives towards the brand, as the decision is generally not yet within the child's control.

The findings from this study suggest that the consumer behaviour of these young males begins with a socialization process within the family domain with 'mother' being the main consumption socializing agent. Whilst some children reported it was they who identified the specific need for sportswear products, the decisions on what, where and when sportswear products were purchased again appeared to mainly lie with mum. Findings further suggested that the brand knowledge of these children was limited to common brands and retail outlets frequented by the family, except in those areas of low unemployment (CU and MI) where more unusual brands were identified.

Figure 4.11 Associative Relationships

Mother/Family   Peer   Media   School Environment

Emotional Reaction

Motivation

Choice Decisions

→ Solid line: Strong/Positive association

- - ► Broken line: Weak/Negative association

······► Dotted line: Minimal/Not in evidence
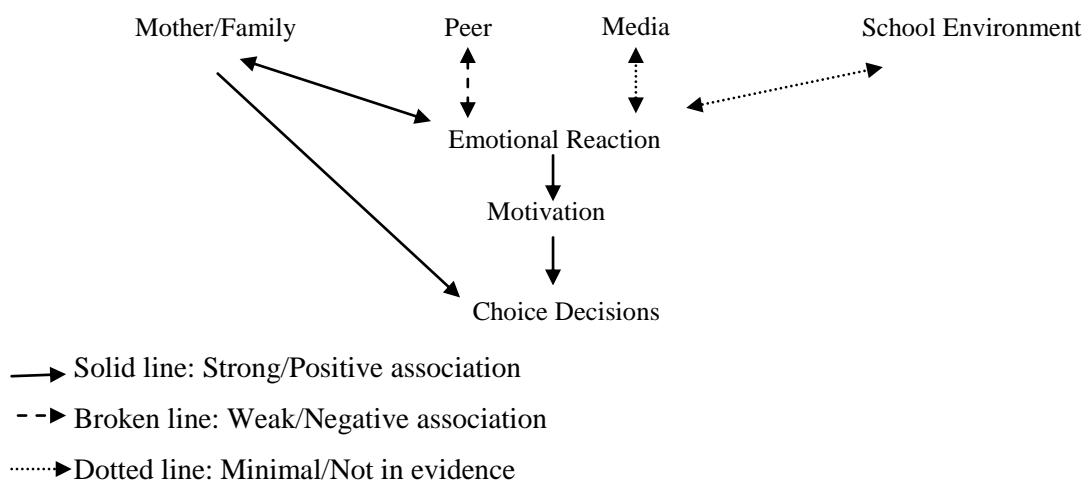
Key communication sources for this brand knowledge were reported to arise from family members, family shopping, sporting activities, and media sources such as television and printed material. However these children appeared to be non-committal to advertising messages and tended to prefer products commonly purchased within the family. Overall these children tended to react negatively to external influencing sources, in particular that of peer pressure and school environment interactions. Overall the children within this study demonstrate high levels of personal confidence and self-worth both normatively and within social interactions. They were comfortable in responding negatively to shopping experiences and to peer pressures. These children also demonstrated strong cognitive and autonomous characteristics supported by a high degree of rationalization of actions and reactions to external stimulus. It was noted that children also demonstrated a high degree of respect for mum's choice in sportswear and indicated strong attachment links to mum's views. This was supported by the emotional reactions evident within the comic strip scenario where anger and aggressive reactions were directed towards peer coercion from children living in lower unemployment areas, whilst non-committal and avoidance responses stemmed more from children living in areas of average and high unemployment. Much of the findings from this study suggest that this sample of young male consumers demonstrate characteristics which can be described as independent and inner-directed. They were not yet easily coerced by peer pressure or observations of social interactions within school environments. In challenging external source constructs it can be seen that there was a relationship

between the child's degree of self-confidence and the involvement of mum in decision making. It can also be seen that children demonstrated coping strategies when confronted with coercive external influences from peers such as anger, aggression and non-committal. Clear pathways have been identified from the findings in terms of personality, attachment needs, social agents and emotional responses to these agents. The subjective norm has been identified in terms of mum versus peer allowing for the determination of affect of each socialization agent on choice.

i) Pathway from need identification to purchase choice

The pathway from need recognition was identified as resulting from rational recognition of a problem, for example the child's need for new trainers for a sporting activity, the fact that the child has grown out of previous sports shirts or perhaps the child needed a new mouth guard for rugby. This recognition of need was a result of rationalization and was generally established by the child or mother.

> Need recognition:
> - Self
> - Mother

ii) Pathway from low self-esteem to peer acceptance through purchase choice

It has been noted that there was little pestering of mum in evidence for the most popular brands adopted within school or within a peer group setting. The children preferred to follow the family norms in terms of consumer socialization, decision-making and brand choice.

> - Inner-directed needs (self)
> - Outer-directed needs (mum)

iii) Pathway from peer coercion to purchase choice

The findings indicated that the boys more readily responded to peer coercion with emotional reactions ranging from the non-committal (don't care approach) to a high degree of aggression. This suggests a low consideration of potential social risk factors.

> - Intrinsic reaction
> - Rationalized decision-making

iv) Pathway to self-esteem

The overall results suggest young boys of this age follow the social norms of the family environment and are confident in doing so. Emotional reactions to external influencing agents appear to suggest independent personality types who are self-confident and who do not yet need to follow external agents' views.

Independent, inner-directed • Autonomous • Confident	Independent, outer-directed • Questioning • Strong Associations	Collective, inner-directed • Rationalizes choice • Independent justification for choice	Collective, outer-directed • Compliant • Followers
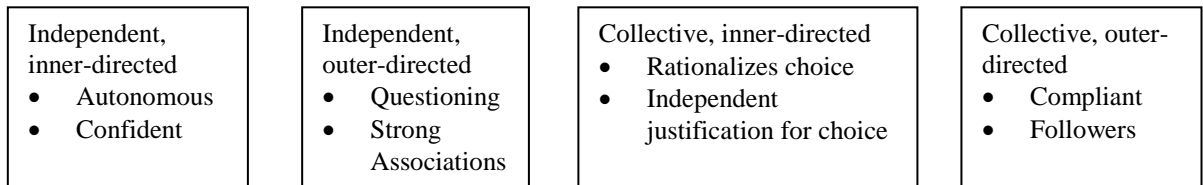
The findings from each of these pathways can be illustrated as a progressive model from need recognition to form of action, taking into account the affect of socialization agents on choice (Figure 4.12).

Figure 4.12 Pathway from Need Recognition to Action
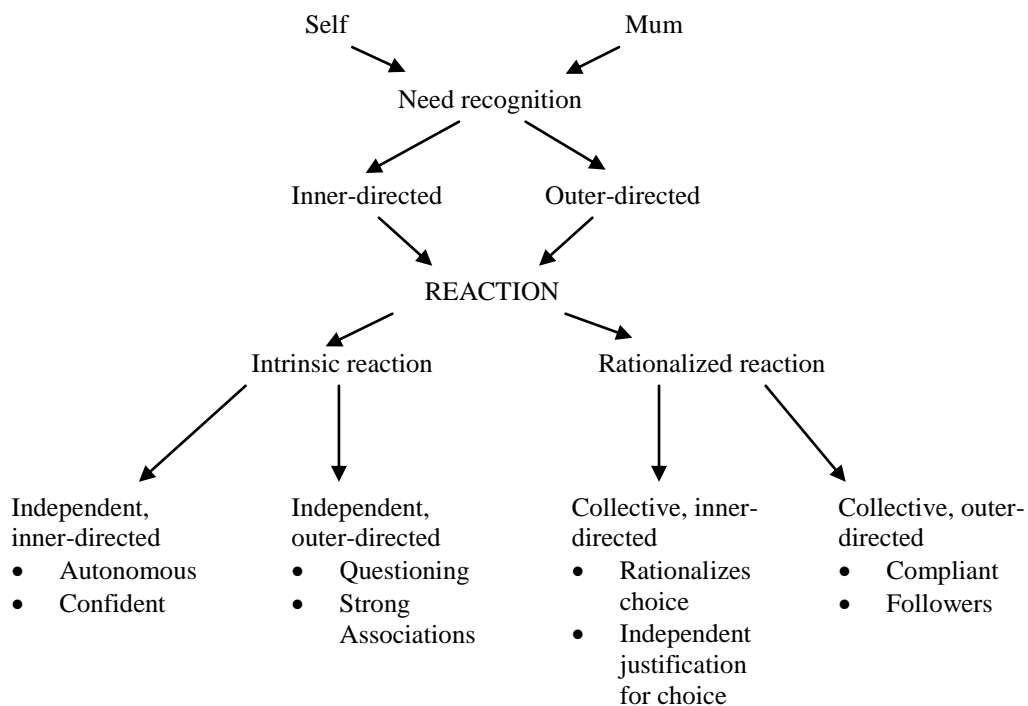
The following section brings these pathways together to offer explanatory constructs and identify the impact of findings on the conceptual models illustrated within Chapter Two.

4.8 EXPLANATORY CONSTRUCTS: IMPACT ON CONCEPTUAL MODELS

Answering the 'why' question in qualitative research involves explaining particular outcomes where a shared understanding is developed for a given situation. It should not be forgotten that for this study the respondents, whilst at an early stage of personal and social development, still have agency over their own lives and views. In drawing attention to dispositional explanations based on choice of action we must not lose sight of the fact that some children may act for a '*reason*' whilst others, or indeed the same person in a different situation, may act due to *unconscious* motives. This study therefore offers not only dispositional explanations but also normative explanations based on psycho-socio forces at play. Whilst social behaviour might appear to be 'governed' by social and cultural patterns it is argued that we cannot displace the psychological characteristics of the developing individual when offering explanations on phenomena. Therefore the findings offer explicit explanations based on the accounts provided by the respondents themselves supported by implicit explanations based on the researcher's symbolic integrationist perspective and evaluation of the structured evidence.

With these children we have seen that there are a number of linkages surrounding their actions. The impact of these linkages has been analysed to provide insights into differences among individuals and their emotional reactions to agents which in turn is supported by the situational and contextual factors at play within the socialization scenario.

From the analysis of deeper-level information (Sections 4.3.2 – 4.4.2) it was possible to identify the following in relation to inter-individual behaviours associated with inter-group involvement (social agent involvement) (Figure 4.13); identify the situational context of consumption knowledge and behaviour (Figure 4.14); ascertain the self-concept constructs and through the identification of emotional reactions to social agent interaction (Figure 4.15); and finally offer an evaluation of factors directing action (Figure 4.15). Solid black lines indicate a high degree of influence/involvement, dashed lines indicate an occasional degree of influence/involvement and dotted lines indicate a minimal degree of influence/involvement in relation to those few who responded differently.

Figure 4.13 indicates that the individual (child) is more likely to experience the involvement of sportswear purchasing with mum. The solid lines show various strong responses to mum:

i. the autonomous response (is open to family reasons for purchases, proposes own views on occasion)

ii. the questioning response (actively seeks information from mum, expresses positivity towards the suggestions from mum)

iii. a confident response (ego resiliency is demonstrated)

Figure 4.13 The Individual Context
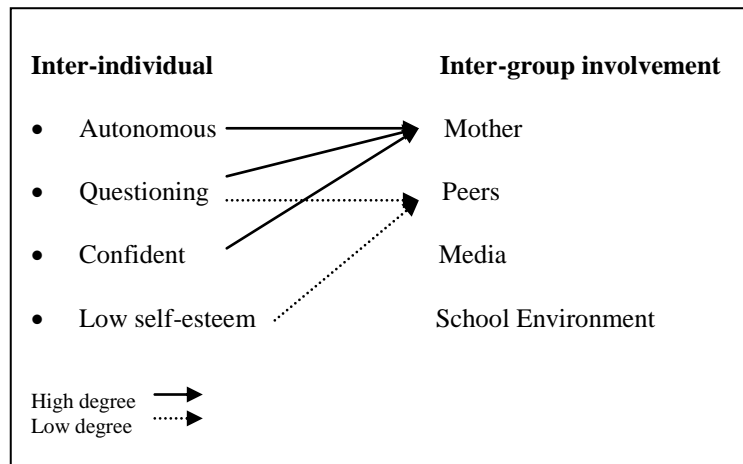
The broken lines show weak/low level directedness towards peers through:

i. questioning (seeking information from peers)

ii. low self-esteem (seeking inclusion, showing anxiety or seeking intimacy with peers)

The situational context of 'when', 'where' and 'what' can be seen to derive from previous brand knowledge and family socialization (Figure 4.14).

Figure 4.14 The Situational Context
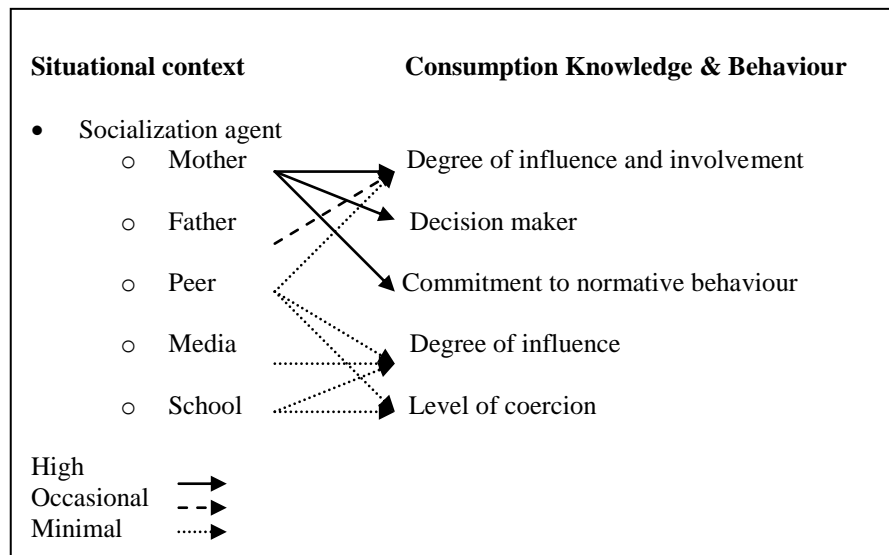
Figure 4.16 indicates a high level of consumption knowledge comes from mum, who demonstrates a high level of influence and involvement in sportswear purchasing. The solid lines indicate mum is the key decision-maker in sportswear purchasing and the directedness of the child is aimed towards mum indicating a strong commitment to normative behaviour in sportswear purchasing. Father is noted to have an occasional degree of influence and involvement (broken line) with peers, media and school environments not registering strongly as influencing factors (dotted lines).

In determining the 'how' factor it can be seen that cognitive and affective processes take place when the child is put in a position of potential conflict. The child's reaction was determined by the personal characteristics and self-esteem constructs of the child (Figure 4.15).

Figure 4.15 The Self-Concept
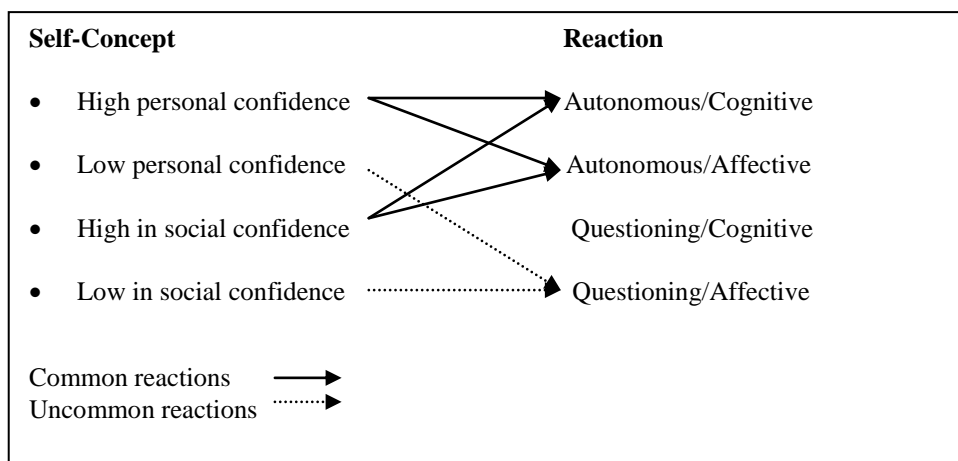
Figure 4.15 suggests common reactions from these children indicate a high degree of personal confidence, demonstrating autonomous reactions to the two socialization agents. Towards mum they were open to the reason for wearing the jacket, they demonstrated cognisance of why they should wear the jacket, such as 'mum knowing best'. On an emotional, or affective, level high personal and social confidence was indicated through the 'not caring' to the 'aggressive' emotional responses.

A few boys (dotted lines) indicated that they lacked personal confidence (questioning choice, wishing to change the jacket) or social confidence (emotionally driven towards following peer directives). Finally each of these constructs can be evaluated to determine the 'why' factor; that is, motives, goals and desires within sportswear decision-making (Figure 4.16).

Figure 4.16 Inner/Outer-Directedness in Relationship to Independent versus Collective Types
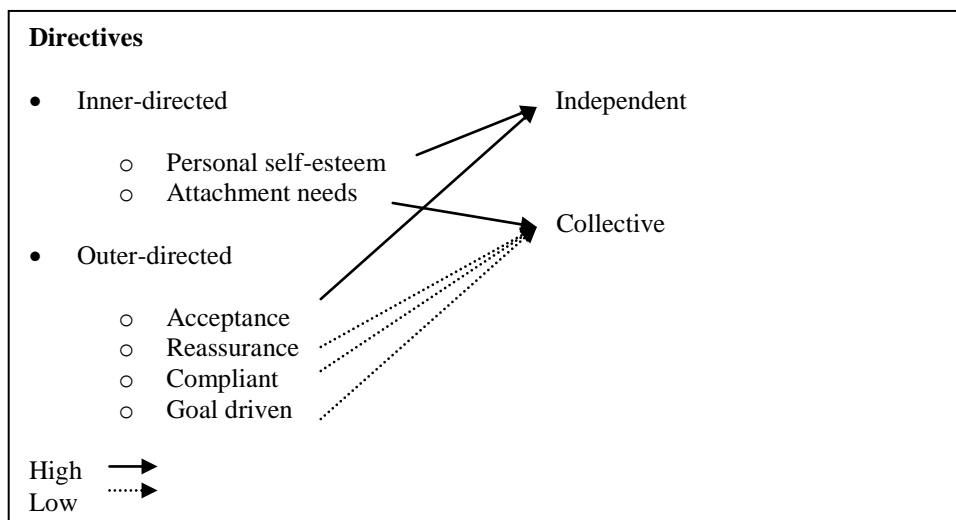
Figure 4.16 suggests these young males demonstrate a high level of personal self-esteem within the self and accept outer-direction from mum (solid lines). Attachment still lay with the 'collective' family in the form of mum. There was little evidence of feelings of low self-esteem resulting from peer coercion, little evidence of requiring reassurance from peers, and scant evidence of complying with peers, therefore goals were not peer related in this instance.

The children within this study revealed themselves as the type of consumer whose values are based on the norms of every day life and family decision making, suggesting that these young males do not appear to relate existential concerns to their sportswear choices. Higher order goals do not yet appear to be a consideration in terms of improving the perceptions of the self in the eyes of others. Ontologically this reflects that children's existence and consumer socialization processes are still intractably linked to the family norms of decision-making and ultimate consumer behaviour.

When analysing the needs of these young male consumers it can be seen that utilitarian aspects of need and physical comfort in terms of objective, functional product attributes were given a higher precedence than material security or acceptance by others. These young males did not 'care' what others thought of their sportswear choices.

The following section (4.9) offers a chapter summary of components related to reaction and identifies summary conclusions on the young male's attachment needs; emotions; intergenerational transmission of information and behaviour and extra-familial belonging. It is important at this point to consider how the inter-relationships can be utilized to drive the development of the philosophical theories. The 'facts' from the study have to this point only assisted with the identification and development of patterns. The 'facts' need to now be considered in view of 'weighing the evidence' in relation to the findings of other studies and indeed returning to the original premise of the study.

4.9 CHAPTER SUMMARY

Analysis of qualitative data can stop at the schematic point (descriptive analysis) of events. However, this study has delved into phenomena in an in-depth manner taking us from the descriptive 'sorting' to an associative illustration and finally towards an interpretative dialogue, that is, dialogue which explores social relationships within the consumer socialization context and which evaluates phenomena (reactions) associated with these social interactions. This addresses the key research questions as identified in Chapter One. The exploration of objective one identified each child's purchasing behaviour. Further exploration was then developed in the area of socialization agents involved in the purchasing process and the degree of influence these agents exerted on the child (Section 4.4.2a). Objective two probed for sources of brand information where the relational imperatives towards the brand were identified as was the main source of brand communications

(Section 4.4.2b). Objective three probed the reactions of the child, rational versus emotional within social roles and the affect each had on the motivation to act (Section 4.6). The interpretative dialogue addressed the research question of the study through an interpretation of the emotional components behind relational attachment needs; basic emotions; intergenerational transmission of information and behaviour and extra-familial belonging.

a) Attachment/Relationships

The findings from the study indicated that when in evidence the directedness of their attachment relationships was towards mum. The boys appeared to be secure, independent types demonstrating a positive self-image and as individuals were dismissive of those (peers) who threatened their homeostasis.

b) Basic Emotions

The basic, intrinsic emotions of not caring, anger, aggression and non-compliance were in evidence when the child experienced peers who conflicted with their behavioural norms. This suggests these peers were considered as an 'avoidance' group. These basic emotions appeared to stem from the child's subjective feelings leading towards a tendency to act negatively against external peer pressure. This behaviour also appeared to be instinct based, that is, the reaction was based on existing values which stemmed from family consumer experience. These children demonstrated strong self-expressions through independent, inner-directed actions.

c) Intergenerational transmission of information and behaviour

Analysis of data indicated that there was a strong link between intergenerational provision of sportswear brands and communications driving brand knowledge. Mothers, as key decision-makers, purchasers and communicators of sportswear brands, were helping develop the young male's brand knowledge, preference of choice and use. In the main these young male consumers have not yet 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.

d) Extra-familial belonging needs

The data indicated that these young males have not yet reached a stage of social insecurity or low social self-esteem. Results suggested that these young consumers did not fully perceive risks associated with wearing one brand of sportswear over another. This view however was limited to the existing brand knowledge the children have. Nevertheless the investigation suggested that these children do not yet demonstrate strong external affiliation or belongingness needs.

The findings from this study cannot be generalized but can be utilized to support a wider set of philosophical questions which initiate 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 and inconsistencies within the literature or theory, as identified within Chapter Two.

Chapter 5 further considers the findings of this study in terms of explanations and structural corroborations in relation to the objectives and the emergent research question. From here a philosophical discussion around social constructivism and phenomena is explored. Chapter 5 further explores themes emerging from the literature (Chapter Two) through '*detective work*' on the key concepts of children's emotional reactions to socialization agents and the impact this has on the motivation to act: positively or negatively towards those agents. The potential to further evaluate and interpret emergent pathways to action arousal through a discussion on conclusions is offered ending with implications for marketing practice.

CHAPTER 5
DISCUSSION AND IMPLICATIONS

This chapter offers a discussion of the findings from this study through a comparison with the current literature. All figures and tables derive from the analysis of findings, unless otherwise identified. Observations of the challenges of the research approach adopted are also acknowledged. The chapter closes with recommendations for further research.

5.1 DISCUSSION

Conceptualizations were analysed and synthesized from data generated by the children's experiences and reactions. The researcher has achieved this by raising questions and formulating the problem, gathering and assessing relevant information, thinking open-mindedly about assumptions, implications and practical consequences, and by communicating through weighed up solutions to a complex problem. This study began from an initial concern over perceived materialism in children's purchasing (Chaplin & John 2007); the apparent move by male consumers from a position of rational decision-making towards more emotional decision-making based on the coercive pressure from peers (Tungate 2008); and considerations surrounding the ethics of marketing to children (Bakewell & Mitchell 2004; Bakewell et al. 2006; Tungate 2008). This study has recognized previous implicit assumptions surrounding the notion of 'impact', 'influence' and 'effect' on children's consumer behaviour, and identified discourses which offered claims and conclusions on the negative effect of commercialization arising from socialization pressures. This study has identified that the debate surrounding children's consumer experiences has often neglected the perspectives of children themselves, particularly that of young boys.

This work presented a two stage qualitative research approach. Through friendship group discussions, the researcher was able to identify the eight to eleven year old male experiences leading to the development of brand knowledge and their communication sources for brand information. The second stage explored the phenomena of children's reactions to two socialization agents: mother and peers. The purpose of this chapter is to conclude on the research findings in relation to the conceptual constructs arising from the literature within Chapters Two and Four and identify this study's contribution to:

i. Knowledge: understanding of the developing young male consumer.
ii. Marketing: identifying channels of communication for sportswear products targeted towards the young male consumer with particular emphasis on social communications.
iii. Consumer Behaviour: identifying how the young male consumer reacts to socialization agents

The themes identified were extrapolated from the findings through:

a) A qualitative analysis of friendship group discussions (Appendices 11 and 12) on social agent involvement and influence on decision-making (Figure 4.3) where findings were evaluated in relation to key theoretical models (Chapter Two) based on surface-level information (Figure 4.3) and deeper-level information (Figure 4.14).

b) An associative analysis where evidence of associative constructs was developed based on the identification of collective or individual affiliations arising from knowledge on the socialization process and from comic strip reactions (Sections 4.6 and 4.6.1).

c) The development of an interpretation of phenomena which offered explanatory constructs and theory based on the identification of reactions to social agent interaction (Sections 4.4.2 and 4.6).

This approach enabled the identification of the contribution from this particular study to the understanding of these young male consumer's decision-making processes at this early stage of personal, social and consumer development. In particular this study identified if and how two socialization agents influenced the eight to eleven your old male within a consumption environment and how the young male dealt with influencing agent input. The main conclusion within this study was that 'mother' was a key socialization agent with the 'game' of sportswear purchasing. Children indicated that the 'natural' familial interaction of involvement and influence within sportswear purchasing was prevalent in their lives. Peers did not play the same coercive, persuasive force with these young boys as they appear to do with girls within the same age group. For example, the studies of Salvy et al. (2007) and Romero et al. (2009) suggest girls model the snack intake of peers.

The following section identifies how the themes extrapolated from the findings address the objectives of this study. Tables and figures are developed from the findings unless identified as otherwise.

5.2 ADDRESSING THE OBJECTIVES OF THE STUDY

When exploring the knowledge and understanding of young males with regard to sportswear brands, a number of factors were identified. Brand knowledge and understanding was evident for common brands for all of the boys. Brands such as Addidas and Nike were familiar to the boys. Differences in the extensiveness of brand knowledge emerged from those children from higher levels of employment where activity related brands were mentioned; for example, those brands associated with surfing, horse-riding and golf. The findings, in relation to communications sources, indicated that the key agent for brand information was that of 'mum'. It is mum who:

a) Brings the sportswear brands into the home (**Leroy, age 9**) 'my mum (*buys my clothes*)

b) Takes the child shopping for sportswear (**Sandy, age 10** 'mum')

c) Instructs others on what is required (**Les, age 10** 'Dad usually says "mum says you need new trainers").

This differs somewhat from the theory proposed by Barrie and McAleer (1990), Flick (2006) and Kim et al. (2002) who suggest that advertising is the informational source for brand information and tends to result in the child pestering the parent for brands advertised. Indeed the children in this study were not driven by advertising, as was evidenced from responses to discussion around consumption behaviour and communications sources. In this study advertising did not feature as a key determining force for the development of brand knowledge. Brands brought into the home, and the shopping experience, were identified as the more dominant sources of brand information.

These findings also contrast with the work of Greenhaugh et al. (2008), Hendy (2002), Lashbrook (2000) and Salvy et al. (2007b) where the power of peers, in the form of peer pressure, was stated to exert reactions to act in positive relation to the outer-directives of peers. This, it is suggested by Yang and Laroche (2009), occurs due to peer socialization group experiences. The reasons for these differences may be due to the data collection approach adopted within the other studies, for example, using the survey approach (Dotson and Hyatt 2005; Yang and Laroche 2009); using individual experimental sessions (Salvy et al. 2007b) where participants were asked to refrain from talking to each other; and the semi-structured interview approach (Wood et al. 2008). The limitations of these approaches, particularly with children, have been identified within Chapter Three.

The critical evaluation of children's social interaction with socialization agents identified interpersonal roles in evidence. Intrinsic reactions to the projective scenario indicated that these children's (motivational) drivers were inner-directed when it came to decision-making. From an evaluation of findings based on Leary's interpersonal relations model (Chapter Two, Figure 2.2) it can be seen that the respondents lie within the categories of independence and superiority. The boys tended to exhibit high degrees of independence through positive brand associations; that is, they are comfortable and confident in the sportswear brands they wear, for example:

Cam (age 10): 'It's good to stand out sometimes, especially if you've got the best'.

This suggests a high degree of personal assuredness within their social roles. This is supported by the findings within Chapter Four which illustrate expressions of aggressive, independent behaviour towards peer pressure. Resultant personality types can be described to demonstrate aspects of intellect/openness, conscientiousness and extraversion, as identified within Chapter Two, table 2.6.
The conceptual model developed within Chapter Two, figure 2.2 can now be redeveloped as a theoretical construct, supported by the findings (Figure 5.1). Figure 5.1 suggests that the young males within this study demonstrated a high degree of (motivational) avoidance to peer pressure and demonstrated a high degree of (motivational) approach towards the decision-making of mum. These young males did not demonstrate a high degree of (motivational) approach or avoidance towards advertising and demonstrated a high degree of (motivational) avoidance to pressures within the school environment.

Figure 5.1 Inputs to Children's Reactions

Degree of approach/avoidance	Behavioural activation/inhibition/ maintenance	Degree of fight vs. flight
Peers: High level of avoidance of peer pressure **Mum:** High level of acceptance of family norms	High degree of behavioural maintenance in evidence within sportswear decision-making	• High degree of fight in evidence • Low degree of flight to external influencing peer coercion agents

i. Family (in particular mothers) have a strong influence on sportswear purchases (Figure 4.24)
ii. These 8-11 year old males are inner-directed (Figure 4.27)
iii. Peers, as an external influencing source, have a low impact on respondent decision-making (Figure 4.25)

The psycho-socio constructs of Bandura's early 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 intrinsic reaction to coercive situations. The findings also identified self-concept construals in terms of 'emotional' security. This study concludes that these young males are indeed confident in who they are:

Kim (age 10): 'They'd have bad taste.'

Frank (age 8): 'I don't care - *what others think.'*

These children were cognisant of their position within the family and peer social orders. Conclusions on associated relationships, including incorporating factors such as age and social hierarchy, suggest these boys are consciously able to compare themselves to others and rationalize the choices they (or mum) had made:

Charlie (age 9): 'I'd still wear what I want.'

Cain (age 11): 'She (mum) knows good brands.'

On a social level these particular children demonstrated a high degree of emotional security when put in a situation of denigration as is evidenced from the projective responses within Chapter Four.

These findings differ somewhat from the studies of Hogg et al. (1995), Lindstrom (2005) and Mayo and Nairn (2009) where emotional retardation and a high degree of social coercion appears to be the main argument for children's brand choices. The findings from this study also differ from those of

Anderson and Meyer (2002) who suggested pre-adolescent consumers tended to conform to social agency pressures (peer), are driven by social conformation/attachment needs (towards peers) and are motivated by peers, celebrity and siblings. These contrasting findings are arguably due to the differing approaches to data collection and gender focus, an issue which is further explored within section 5.5 on methodological implications.

The findings provide evidence of the children's degree of independence versus collectiveness through the identification of inner versus outer directed responses, a number of themes were in evidence. This study does not visibly support the views of previous researchers who suggest that children more readily follow peers (Hill 2011; Sahay and Sharma 2010). The eight to eleven year old males within this study exhibited normative, family associated group behaviour. These boys were least likely to be driven by peer pressure. Indeed the findings from the comic strip scenario illustrated a stronger relationship with mum than with peer involvement. Responses suggested a high degree of personal self-confidence and personal self-esteem. It was suggested that one reason for this difference in findings is that previous collective (mixed gender) studies, whilst well explored within the socio-behavioural literature, do not incorporate the key issue of intrinsic reaction which is a key focus of this study. The findings from this study indicate that these young males demonstrate positive attachments to the family social order, supporting the findings of Bartholomew (1990) and Reiss (1997). This suggests that these boys feel secure, are independent types and are not easily coerced by peers (external socialization agents). Indeed a key trait identified within the demographic was that of extraversion, supporting the work of Adler and Adler (1998) and McAdams (1992). They (males of eight to eleven years of age) display a high degree of intellect and openness as further supported by the work of Block et al. (1988), Cattell (1994) and Fiske (1977).

Within this study, problem or need recognition tended to stem from parental recognition of need, mainly by mum. Here an external, normative association is in evidence through the rationalized response to the socialization agent, mum. The key informant for sportswear brand information is that of the family where social interaction was seen to be mainly a) led by mum, but sometimes b) recognized as required by the child (rationalized), hence the external driver is again the family environment. Alternative evaluation was not reported to have stemmed from the child but from mum as the main social agent. This suggests an outer-directed, rational, external driver is the key decision-maker. The purchaser within this study was the family social agent, again suggesting a rational, outer-directed external driver as the key decision-maker. Reports of a positive experience with the brand after purchase suggested the child felt comfortable with the brand choice. Protective projective reactions for the brand choice and the brand decision-maker indicated positive internal emotions were in evidence. Using a common model of consumer decision-making (Solomon et al. 2006) the findings are displayed (grey scale) as the eight to eleven year old male's decision-making process (DMP) within table 5.1 where key factors at play are emboldened.

Table 5.1 The Eight to Eleven Year Old Male DMP

DMP Stages	Reaction of Demographic	Internal/External Driver	Reaction
1. Problem/Need Recognition	Need recognition stems from three points of input i) **key input identified need through parental recognition**, **mainly mother** ii) identified need through own recognition iii) identified need through other external source (sports activity need)	i. External driver ii. Internal driver iii. External driver	Rational reaction to external drivers
2. Information Search	Sportswear brand information stems from a number of sources with the **key informants being family environment**, shops with little attention given to television advertising.	External drivers	Rational, inner-directed reactions to external drivers
3. Alternative Evaluation	Influence on brand evaluation tended to stem from the decision-making of mum	External Drivers	Rational, outer-directed reactions
4. Purchase	Actual purchase decisions were more often taken by parents, in particular mothers	External Drivers	Rational, outer-directed reactions
5. Post Purchase Experience	Positive self-concept construal suggest a positive experience with the brand chosen	Internal Driver	Positive intrinsic, emotional reactions

Source: Developed from Solomon et al. 2006.

The following sections relate to our understanding of self-esteem, communications, affects on children's purchase decisions and sportswear as social status garments versus clothing for sports.

a) Self-Esteem

The findings from this study lean towards agreement with the work of Kurdek and Fine (1994) who recognise that children from family environments where the level of family control is high (within this study this is evident in sportswear purchasing) the degree of psycho-socio competence is also high (Sections 4.4.2 and 4.6.1). Using Bartholomew's Attachment model as an indicator of modelling the self , this points to respondents who as a demographic are highly aware of being separate and different from others. That they have developed (or are developing) an understanding of the subjective self (therefore demonstrate a high level of self-permanence). They are also developing an understanding of the objective self and are able to recognise and control the emotional self. It might therefore be argued that between eight and eleven years of age these young male consumers are indeed more motivated by inner-directives (Figure 4.18) such as self-concept cognitions, temperament and a stronger affiliation to mum in relation to interactions and norms. They do not yet appear to feel the need to develop strong peer relationships through shared sportswear brand choices.

These findings are supported by the work of Waldrop and Halverson (1975) and Maccoby (2002) who note that boy's relationships differ from that of girls as boys develop *extensive* group relationships, where the greater the size of the group, the less the pressure to conform is. Whilst girls develop *intensive* group relationships where the relationship is closer leading to greater pressure to conform with group norms. This has further implications for studies with children as previously many of the studies tended towards sampling groups of mixed gender (Abiala and Hernwall 2013; Atik and Etrekin 2013; Tinson and Nancarrow 2010) or groups of girls only (Chan and Ng 2012; Hill 2011; Kerrane et al. 2012).

b) Communications

As noted communications of sportswear brands stems from a number of sources, with the family being the main source identified within this study (Section 5.4.1 a). It might therefore be argued that the process of taking the child from lack of awareness to awareness of sportswear brands and then to conviction of brand preference is the result of family interaction. This has implications for marketing in that 'marketing' has more recently been given much of the blame for the growth of pester power and children's spending habits. Dahlen et al. (2010) offer a brand narrative insight to the element of word-of-mouth communications through family interaction as a powerful developer of brand identity, use and preference. Using their multi-step communications model, opinion formers and leaders in this instance can be identified as that of parents, in particular mothers, as a key influencing factor and that cognitive and emotional tendencies lean towards attachment to the directives of mum. Here the child's emotional responses demonstrate solidarity towards the identified other (mother) and shows passive acceptance of the brand choice of the 'other' (mother). The child also indicates a high degree of self-defence through negative reaction to external coercive agents (peers). This is demonstrated through the deflation of the status of others (peers) and reactions which can only be described as antagonistic towards protagonists. The summary of influencing agents (Figure 2.9) on conceptual typologies (Table 2.13) is then developed further into a theoretical construct model (Table 5.2). Again, a high self-esteem construct is at play along with a high degree of individuality.

c) Factors influencing children's purchase decisions

The findings from this study support the work of Carlson and Grossbert (1988), Childers and Rao (1992) and Cotte and Wood (2004) in terms of identifying parental socialization and the intergenerational transmission of consumer behaviour. However this study adds a further element by adopting a philosophical stance which argues against the view of children as 'empty vessels', passively adopting the norms of family behaviour and considers the child as an 'individual' player in the socialization process. As an 'individual' player the child provides sub-conscious emotional responses evidenced by the degree of inner-directed motives versus outer-directed motives to influencing factors. From the findings a number of evaluations were made in relation to the degree of interpersonal connectivity of the child, that is the degree of independence within family socialization norms; the degree of self-identification such as how the child feels when wearing their

sportswear brands; affective brand loyalty such as emotional attachment to the brands worn; attitude towards brands, indicated through preference based on perceived quality; and willingness to try other brands: for example, would the child follow or not follow peer pressure to try brands preferred by others?

Table 5.2 Summary of Influencing Agents on Identified Typology (Inputs to Chapter 2, Table 2.13)

Typology/ Influence	Positive reactions	Autonomous	Questioning	Negative reactions
Family	**Attachment to family is high, follows family directives**	Is open to family reasons behind behaviour, proposes own views	Actively seeks information from family members	Does not wish to follow family directives
Peers	Relatedness needs/ peer acceptance is high, follows peer directives	Evaluates peer opinion, considers implications for behaviour	Actively seeks information from peers in order to follow	**Antagonistic towards being directed by others, rationalizes individuality**
School	Shows passive acceptance of messages received via this channel	Evaluates messages received within this forum, develops own opinion	Requires constant reassurances and direction, active accepter of messages	**Does not believe everything they are told, questions authority**
Result	Conflict arises in individual as they wish to please/follow 'all'	Chooses who (if anyone) to follow through rational decision-making	**High self-esteem needs at play in relation to high attachment needs**	**Individualist. Independent thinker. Questions information in relation to self-expression**

d) Sportswear as a social status garment versus clothing for sports

Whilst the findings from this study support the work of Jones (2005) and Gibbons (2008) that is, brands were seen as being important to the children for example:

Ralph (age 10): 'You feel good when you've got something new and it's 'fresh', it's good.' And 'I like my brands'.

The findings differed from the work of Thomas (2009) who argues that brand choices are driven by the motivation to 'belong' to a 'social tribe'. Within this study the boys were not driven by these forms of social affiliations, nor were they overly influenced by fashion as the sportswear products were mainly purchased for rational needs such as sporting activities, holidays or outdoor play, for example:

Liam (age 10): 'We just go when it's for holidays, when we need something for playing in or that.' Indeed the overriding view was that sportswear brands should fulfil a purpose, such as for a sporting activity and/or for comfort. These young males were not motivated to adopt the 'uniform' of their peers.

5.3 CONCLUSIONS ON PHENOMENA

This section identifies how this research addresses the key aim of this study: that is, how young males between eight and eleven years of age react to the influence and persuasive intent of socialization agents: mum versus peers. The research analysis process was iterative in nature as it required continuous returns to scripts, replaying of friendship group tapes and review of projections. This approach to analysis assisted with ensuring that emerging themes related to the children's 'lived' experiences and were not 'theoretically abstracted'. The words and drawings from the respondents remained the primary source of data. The interpretive paradigm positioned the children at the centre of the inquiry to explore how they would deal with a given situation, resulting in the benefits of developing an understanding of naturalistic family and friendship behaviours. These behaviours would not have emerged had an interpretive approach not been adopted.

5.3.1 Intrinsic Reactions to Socialization Agency

In framing the research problem, this study began by questioning the understanding of the male 'tweenager' in the extant marketing literature. From the identification of this gap in consumer behaviour literature, a series of questions arose on the consumer development of young males in the market place. The interpretive ontology explored the phenomena of the young male's intrinsic reaction to (external) socialization agents: mothers and peers. The aim of the study was to evaluate the effect these socialization agents had on the child's sportswear purchasing behaviour. A number of definitions were offered regarding the nature and characteristics of behaviour and from the literature within Chapter Two. It was identified that behaviour results from an internalized reaction, the reaction results from an internal state which activates and directs behaviour (intrinsic, inner-directed). From Chapter Two it was also determined that the motivation to act is a learned response based on the principles of the social environment and its impact on learning and behaviour. This argument is explained through studies on environmental influences on the motivation to act (Chan 2006b; Linn 2004; Marshall 2010; Salvy et al. 2008); the influence of perception on motivation (Martin and Clore 2001; Reeve 2005); the impact of learning on motivation (Schaffer 1996); cognitive development (Newcombe and Huttenlocher 1992; Oates and Grayson 2004); and personality (Digman 1997; Jang et al. 1998; McAdams 1992; McCrea and Costa 1997; Paunonem and Jackson, 2000). Many of these studies support the inverted 'U-curve' of behaviour as first identified by Yerkes and Dodson (1908) and supported by Anderson (2000) where it was identified that individuals respond to stimuli up to a point and then responses reduce. The findings within this study support Kaplan and Oudeyer (2007) who hypothesize that children's intrinsic motivation is directed by inner, intrinsic goals and not by extrinsic goals. Kaplan and Oudeyer (2007) suggest that children's motivation systems direct the child towards avoiding predictable situations where they (the child) perceive negative consequences; and unpredictable situations where the child may fear a potential negative outcome suggesting the child is motivated towards focusing on the situations that are expected to maximize a positive

outcome. The findings from this study suggest the child's social (family) norms offer greater opportunity for positive outcomes than does their external social (peer) environment and so can be placed within the normative (following) behaviour towards mum's position within the U-curve and low (following) behaviour towards peer position. This is useful 'surface-level' information for marketers when determining who to target when advertising their sportswear brands for children.

To better understand 'deeper-level' information this study offers knowledge on intrinsic emotional reactions, and questions whether this emotional response stems from an internal state or is conditioned (the child behaves in a normative manner based on classical or operant conditioning).

5.3.2 The Role of Emotions as a Behavioural Driver

Emotions are those subjective sensations which are experienced when aroused. Emotions differ from motives as they (emotions) are not generally goal oriented but result from intrinsic sources such as physiological or psychological sensations. A condition is then in evidence which may or may not be the result of interaction with the external environment. By observing action against deeper-level criterion (Figure 4.14) this study has identified the sources of positive and negative incentives directing the reactions and how these reactions manifest themselves. The findings from this study support the work of Thompson et al. (2001) who state that connection, recognition and power are of vital importance to children. In this instance connection and recognition were directed towards the mother whilst power over peers was in evidence. The findings also support the work of Nohria et al. (2001) who identified that children's experience of acquiring sportswear brands and sportswear brand knowledge stems from parental guidance, they (the children) demonstrate strong bonds with those others they already have long-term relationships with, they learn the consumption process from long-term associates, and they defend themselves from external coercive sources. Therefore unlike female 'tweens' (Drake-Bridges and Burges 2010; Kerrane et al. 2012; Souiden and M'Saad 2011), these male 'tweens' can and do defend themselves against external coercive sources such as peers.

5.3.3 The Advantages of Understanding Consumers' Intrinsic Reactions

For marketers, a major advantage of understanding consumers' intrinsic reactions is how this understanding can be used in marketing communications and advertising. Consumer reactions are a significant component in influencing consumer decision-making and relational developments with brands. To date many studies on consumer emotions have tended to focus on those emotions evoked by actual products and brands (Dube et al. 2003) or by marketing stimuli (Derbaix 1995; Bradley et al. 2001; Lithari et al. 2010) adopted in advertising. Richins (1997) suggests an understanding of consumer emotions can help organizations distinguish emotional associations for different classes of products. By expanding this to 'emotional' or 'intrinsic' reactions the new knowledge from this study

can help organizations target the most appropriate socialization agent for their sportswear brands and reduce potential waste in attempting to encourage 'peer pressure' with this gender and age group.

Storm and Storm (1987) recognized a hierarchy of clusters of emotions which help organizations understand different levels of emotional associations. The current study has identified that there appears to be little input to our understanding of emotions in relation to reactions to socialization stimulus or the development of children's consumer competences. Within the area of education it is recognised that social competence stems from parental support of the child's emotional regulation efforts (Denham et al. 2002) therefore positive *parent to child* emotional interaction and support, such as is found in this study with *mum to child* interaction, will arguably support the development of emotional regulation towards consumption. The impact of peers on emotion is regarded as a more complex consideration as children are often reported to 'put on a front' or adopt an 'emotional façade' to deal with different peer interactions (Salisch 2001). For example, children might 'face up' to peers (fight response), seek 'connection' through positive social interaction with peers, or remove themselves from peer coercion (flight). The findings from this study identified the impact of each of these constructs on these young boys and leads to the development of a new theoretical framework regarding the personal and socialization effects at play for this group of children (Figure 5.2).

This study has explored individual factors influencing reactions based on a child's affiliation needs; the view of the self in relation to others within their socialization situations; their personal traits in relation to the continuum of extraversion to intellect/openness; and the personal relevance of the brand purchase. Situational factors are also defined through the identification of the importance of previous experience; the degree of credibility of the subjective norm and the motivation to comply; and the participant (child's) role in decision-making. From these inputs it can be seen that in this instance it is the child's emotional/rational tendencies which impact on overall behaviour.

Figure 5.2 Effects Influencing Male Children's Sportswear Purchases
                    (Specific to the Group Under Study)
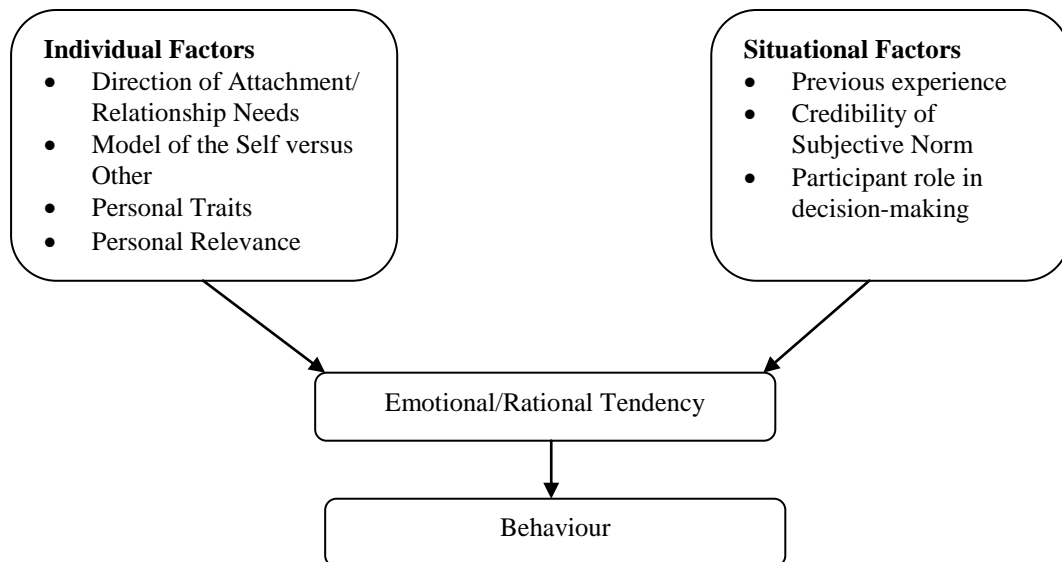
Contributions are offered to consumer behaviour research through the identification of this group of respondents' consumer experiences, an identification of factors which influence their consumer experiences and an identification of how the child's competences deal with consumer socialization and interaction.

a) Type of response (Emotional versus Rational)

Table 2.12 (Chapter Two) offered a conceptual series of rational and emotional appeals for sportswear choices. These appeals derived from the development of messages within advertising. These concepts can now be identified as theoretical constructs offering insights to those factors which appear to appeal to eight to eleven year old males (Table 5.3). It can be seen from table 5.3 that rational reasoning is a key emotional response to sportswear purchases. Whether the decision is driven by mum or the child there is recognition that the purchase has to perform a function. A more emotional response is evident in the child's intrinsic reactions to social pressures from peers. That response tends to stem from feelings of individuality and in the case of those children from higher employment areas – feelings of individual superiority.

Key themes emerging from the findings indicate that a high degree of rational reasoning lay behind sportswear purchasing. Functionality was reported to be a key reason for sportswear purchasing within the discussions on influencers (Section 4.3) for example:

Toby (age 11): 'They're (Levis) not good for sports. My brands are good quality.'

Isaac (age 10): 'I don't care about the cost if it's comfortable.'

Table 5.3 Emotional versus Rational Appeals in the Sportswear Choices of Eight to Eleven Year Old Males

Rational Reasoning	Emotional Reasoning
Functionality Improves performance Comfort Appropriateness of design for function Protection	Fashionable Friends/Peers wear brand Social superiority
	Individual superiority Individuality

It can be seen that these children exhibited strong existence needs (rational needs within the sporting activity); relatedness needs in terms of attachment to mum; and growth needs in the form of personal positive self-esteem. On an emotional level it was evident that these children expressed a high level of individualism where solidarity was shown towards mum's request and negative emotional reactions were directed towards peers as indicated by the emotional experience (Figure 5.3).

Figure 5.3 The Emotional Experience
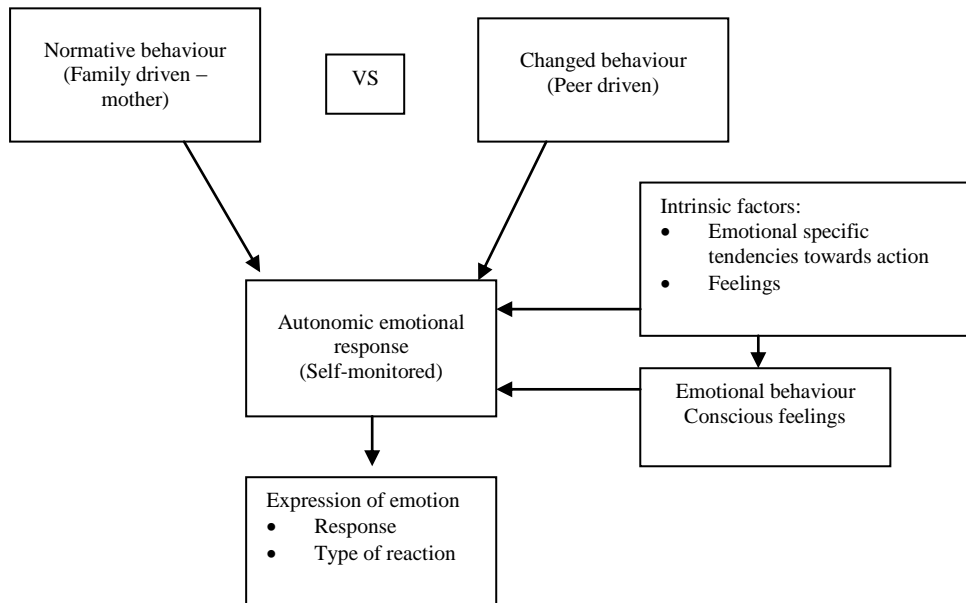
Figure 5.3 suggests a high degree of emotional competence as the children identify choice criteria and make an emotional decision based on rational beliefs. This understanding drives the theoretical advancement of the conceptual framework developed within Chapter Two (Figure 2.20).

5.4 IMPLICATIONS FOR THEORY: THE COMPLEXITIES OF THE EVOLVING MODEL

This study offers an outline of important issues relating to the characteristics and competences of this young male consumer group. The evolving framework within Chapter Two (Figure 2.20) identified a conceptual interactive framework to aid the progress of the research method and was critically evaluated from the study of existing literature and the development and collection of a qualitative data set. This allowed for the completion of an evolving model of the effect of socialization agents on the young male's behaviour and the intrinsic reactions which subsequently occur. In combining the evolving framework with the findings of the study the following theoretical model was developed (Figure 5.4). Figure 5.4 illustrates key findings in light of input, process, inter-personal controlling factors and output. The overall view is that the sportswear purchase decisions of eight to eleven year old males are still within the control of the family and mum in particular.

It can be seen from figure 5.4 that these young males of eight to eleven years of age do not appear to be driven by external influencing sources such as peers or communications within the school environment. This supports the findings of Kline's (1993 pg.74) assertion that marketing is only one part of the consumer socialization process. In this instance mum and peers are but two parts of the 'matrix of socialization'. The children's relatedness to family (mother in particular) and their high degree of intimacy was in evidence. 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. This differs from much of the literature on peer pressure which suggest peer modelling influence (Romero et al. 2009); influence on snack intake (Salvy et al. 2007b); influence on brand preferences (Grant and Stephen 2006). The children in this study 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 defendant ego-resiliency when put in a situation of coercive denigration.

Each of these points can be considered in relation to the conceptual constructs for exploration, as identified within Chapter Two, figure 2.13. The following section will expand on the INPUT to children's sportswear purchasing through the identification of information sources. It will then explain what is occurring within the area of SOCIALIZATION, identifying the effectiveness of two socialization agents as sportswear communicators and influencers. Finally the next section will explain the PROCESS in relation to reactions from an attachment perspective identified through traits related to type of reaction.

5.4.1   INPUT: Information Source

a) Brand Communications

The motivational drive based on brand communications from the school environment and more importantly from peers is low. This suggests that for these young males the motivational effect of school environment and peers is low. This has implications for the general view that peer pressure is strong with children (Olweus and Limber 2010; Sahay and Shalma 2010) and that peer pressure does indeed take place within the school environment (Olweus and Limber 2010). This is not in evidence within this study.

b) Family

Within the family, this study claims that it is mother who is the dominant gateway to brand information; that the key source of information and brand knowledge stems from within the family. The motivational effect is based on parental guidance, from mum in particular, and a high degree of relatedness. This reinforces the findings of Tinson and Nancarrow (2007) and Brownell (2011) who notes that young children's joint actions with peers, occur at a much later stage than that occurring with mothers indicating 'mother' as the primary joint activity socialization agent in the child's life.

Figure 5.4 The Socialization Experience of 8-11 Year Old Males

INPUT
INFLUENCING SOURCE

PROCESS
COGNITIVE ABILITIES

INTER-PERSONAL
CONTROLLING FACTORS
Intrinsic Reactions

OUTPUT

BRAND
COMMUNICATIONS
- Word-of-Mouth Interactions
Findings:
Low from peers and school
environment
High from family (mum)

Brand Relationship
o   Self-esteem needs
- Degree of persuasion
o   Values
Findings:
SELF-ASSURED/HIGH SELF
ESTEEM

FAMILY INFLUENCE
- Degree of socialization
- Parental Guidance
Findings:
High degree of relatedness

- Relationships and Attachment
- Esteem needs/expectations
- Control over behaviour
Findings:
FOLLOWS SOCIAL FAMILY
NORMS

PEER INFLUENCE
- Degree of socialization
- Behaviour
Findings:
Low degree of compliance

- Relationships/Attachment
- Esteem needs/expectations
- Control over behaviour
Findings:
LOW EXTERNAL
ATTACHMENT NEEDS

POSITIVE

VS

NEGATIVE

Positive reactionist
SHOWS SOLIDARITY

Autonomous child

Questioning child

Negative reactionist
DEFENDS THE SELF

INDIVIDUALIST

COLLECTIVIST

Extraversion	Agreeableness	Conscientiousness	Emotional/	Intellect/ Openness
INDEPENDENT		**EGO-CONTROL AND** **INTIMACY**	Neuroticism	**EGO-RESILIENCY**

c) Peers

The views of peers are identified to be of little consequence to these children. The motivational effect is based more on that worn for sporting activities rather than the need to be fashionable/in trend or to comply. Low compliance (the need to follow the directives of peers) was in evidence.

These findings are used to develop a schematic diagram identifying the key informational, associative word-of-mouth sources for these young males (Figure 5.5).

Figure 5.5 indicates that the main primary source of sportswear brand communication is that of family [1]. Peer communications, noted in section 4.4.2, stem from that worn for sports activities where outliers ask for where the brand was purchased. Secondary sources of media advertisements [3] and the school environment [4] played little part in the communication of sportswear brands for this cohort.

Figure 5.5 Associative Word-of-Mouth Communications of Sportswear Brands
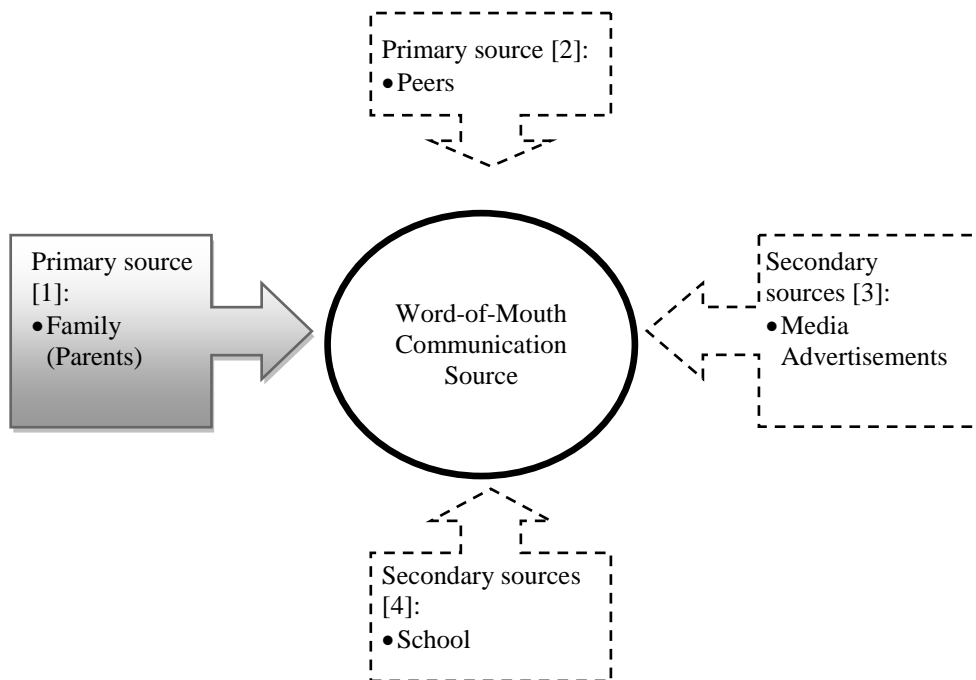
5.4.2   PROCESS: Cognitive Abilities

a) Brand relationship

Brand relationships were identified though an evaluation of self-concept construals and self-esteem responses. The findings add to our understanding of personal, normative and social confidence factors underlying the motivation to act. This study suggests that for this group of boys there is in

evidence a high degree of normative behaviour, a high degree of self-esteem and a high degree of social self-esteem where indicators identify that they are comfortable with the brands they have.

b) Relationship needs

This study identifies relationship needs as positive towards the family and negative towards coercive peers. These findings add to our understanding of the motivational effect of family on the consumer development of this gender at this age and stage of personal development.

c) Attachment

A clear pathway has been identified in relation to attachment needs. The motivational effect of the family as a subjective norm factor is more in evidence that that of peers, as identified within Figure 4.16 (Chapter Four). This study claims that there is little evidence of pestering mum for particular brands and indicates that attachment to family, and adherence to family norms, plays a key part in the consumer socialization of these children.

5.4.3   INTER-PERSONAL CONTROLLING FACTORS: Intrinsic Reactions

This study adds to our understanding of the young male's inter-personal controlling factors through the identification of their emotional tendencies as evidenced through the following:

a) Extraversion

The cognitive and affective processes were identified through the children's reactions to a conflicting situation. These children demonstrated a high degree of independence evidenced through their negative responses to peer derision. This adds to our understanding of these children's personality types, feelings of superiority and confidence within this form of social situation.

b) Agreeableness

There was little evidence of compliance with peer coercion indicating the motivational effect of intimacy towards peers was low.

c) Conscientiousness

This study provided further understanding of ego-control and conformity within family social norms. The motivation to act was in this instance based on individual constraint (disagreeing with peers) and intimacy with mum.

d) Emotional/Neuroticism

The study claims that there is little evidence of self-anxiety with this group of young boys.

e) Intellect/Openness

This study expands our understanding of the ego-resiliency of these young boys. The findings indicate that these boys demonstrate independence from the group and that the motivational effect is based on power to defend the self.

5.4.4 OUTPUT

In identifying the output in relation to children's responses and reactions to situations we add to our understanding of phenomena. The phenomena of the emotional response based on the subjective norm, the personality of the child and the self and social- esteem of the child.

a) Positive reactionist

This response expands on our understanding of the motivational effect of attachment and relatedness needs. The evidence of a high degree of attachment to family and low relatedness to peers adds to our questioning of what age and stage conflict arises in the child, that is 'when might peer pressure manifest itself as a stronger motivational effect with these young boys?'

b) Autonomous

This study has identified that positive evaluation of peer opinion does not yet take place with these boys. Again this opens up further questions regarding at what age and stage might this occur.

c) Questioning

Overall the children in this study did not appear to actively seek information from family or peers regarding what route to follow or what brands to wear. The study therefore claims that these young males do not require constant reassurances as might be evidenced with children who have a strong motivation for direction, acceptance and reassurance of attachment or affiliation to the group.

d) Negative reactionist

This study adds to our understanding of the negative reactions at this age and stage of consumer development. The study claims that these young boys are antagonistic towards peer directives, can rationalize their choice criteria and will question statements in relation to self-expression. These boys have demonstrated individualistic and independent thinking.

Interpretation of phenomena suggests the following theoretical constructs:

a) Individualist

These children demonstrate positive independent characteristics based on intrinsic emotional reactions to socialization agents. These young males use their cognitive skills to rationalize brand choice by demonstrating skills which serve obvious, immediate purposes. They do not, as might be expected, develop and object-relationship with brands due to their need to feel secure within a peer group.

b) Collectivist

This study suggests the degree of attachment to the family is greater that that towards the peer. Attachment towards the peer group was dismissive as evidenced by the display of negative emotional

reactions to peer coercion. These influencing factors can be illustrated as a multiplicity of external and internal noise thus (Figure 5.6).

Figure 5.6 suggests that it is not only 'external noise' at play when communications are directed towards young males. They can be bombarded with views from parents, siblings, peers, school and media. There also appears to be an 'internal noise' at work, that is, inter-personal factors, attachment or relationships factors, the child's cognitive tendencies and indeed the child's emotional tendencies each identified by the child's intrinsic reactions to external agents.

Figure 5.6 Multi-Phase Model of Factors Influencing Young Males of 8-11 Years.
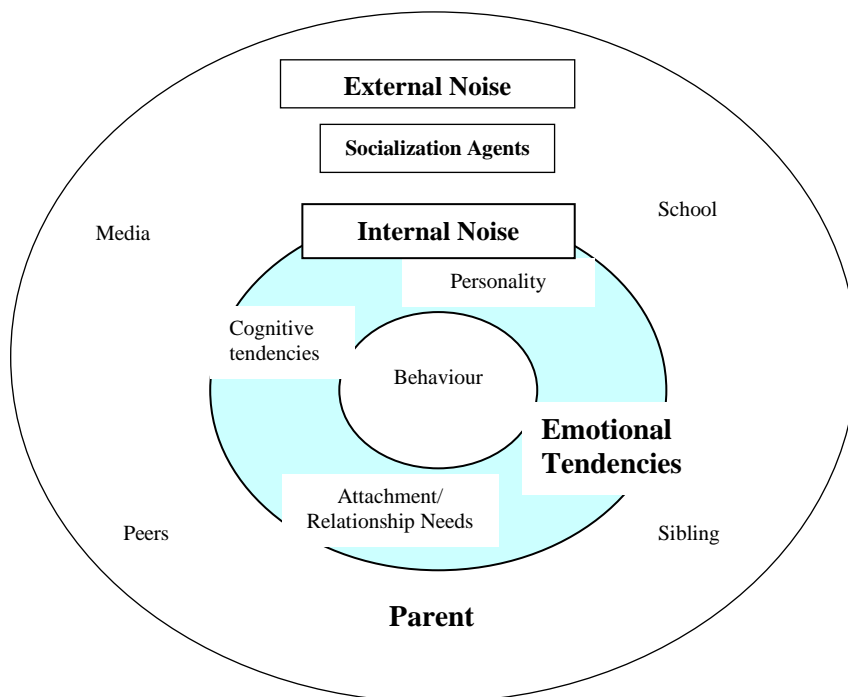
These suggestions lead to the development of a new theoretical model (Figure 5.7) which indicates a series of interactions of a number of complexities with regard to self-esteem construals. The model (Figure 5.7) brings together the three different views of unique and individual patterns of behaviour.

Each of these factors, it is suggested, has a direct effect on the emotional response of the child, that is, the child's choices/decisions will depend on their temperament in terms of emotional reactions, cognitive abilities and social attachments and how these factors interact with each other.

Figure 5.7 A Multi-Dimensional and Hierarchical Model of Self-Esteem

```
                        ┌──────────────┐
                        │  Self-Esteem │
                        └──────────────┘
           ┌────────────────┼────────────────┐
           ▼                ▼                 ▼
   ┌──────────────┐  ┌──────────────┐  ┌──────────────┐
   │    Social    │  │   Physical   │  │ Behavioural  │
   │  acceptance  │  │  appearance  │  │   conduct    │
   └──────────────┘  └──────────────┘  └──────────────┘
```
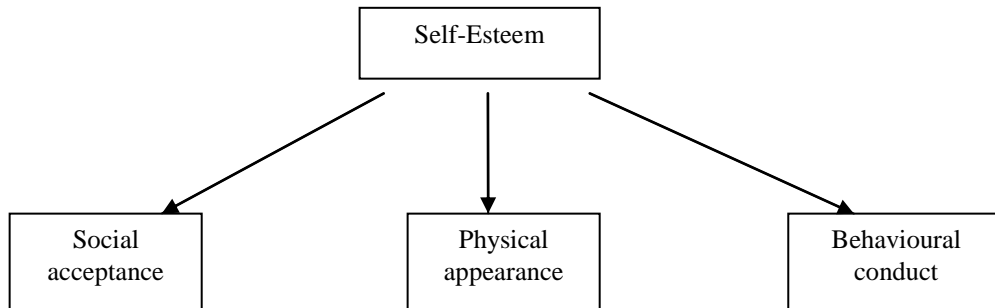
Figure 5.7 identifies these children's social acceptance factors relate more to the family than to peer acceptance. Their physical appearance does not appear to be focused on what brands they wear but the functionality of the brand and source of brand provision (mother). These boys behave in an accepting manner when directed by the family (mainly mother) and behave in a negative manner to other external coercive agents (peers). This adds to our understanding of the attitudes of these young boys towards peer influence for sportswear brand behaviour. These findings support the work of Bee & Boyd (2007) and Levitt (1993) who claim that whilst young adolescents appear to have a high level of support or intimacy with peers, these children's sense of security, well-being and contentment or happiness correlates to the strength and quality of attachment to mum. Indeed extremes of emotional reactions or responses are ascribed to personality types, where we can expect superiority motives to be expressed by children who are exhibitionists, highly sociable and self-assured which have been identified by exploration of social background factors and illustrated in figure 5.8.

Figure 5.8 Interpersonal Relations

```
┌─────────────────┐      ╭──────────────────╮
│ Mistrusting     │      │ Key Motive:      │
│ Cold            │      │ INDEPENDENCE     │
│ Hostile         │      ╰──────────────────╯
└─────────────────┘

┌─────────────────┐      ╭──────────────────╮
│ Exhibitionist   │      │ Key Motive:      │
│ Sociable        │      │ SUPERIORITY      │
│ Friendly        │      ╰──────────────────╯
└─────────────────┘

┌─────────────────┐      ╭──────────────────╮
│ Aloof           │      │ Key Motive:      │
│ Inhibited       │      │ REASSURANCE      │
│ Unassured       │      ╰──────────────────╯
└─────────────────┘

┌─────────────────┐      ╭──────────────────╮
│ Warm            │      │ Key Motive:      │
│ Trusting        │      │ INTIMACY         │
│ Deferent        │      ╰──────────────────╯
└─────────────────┘
```
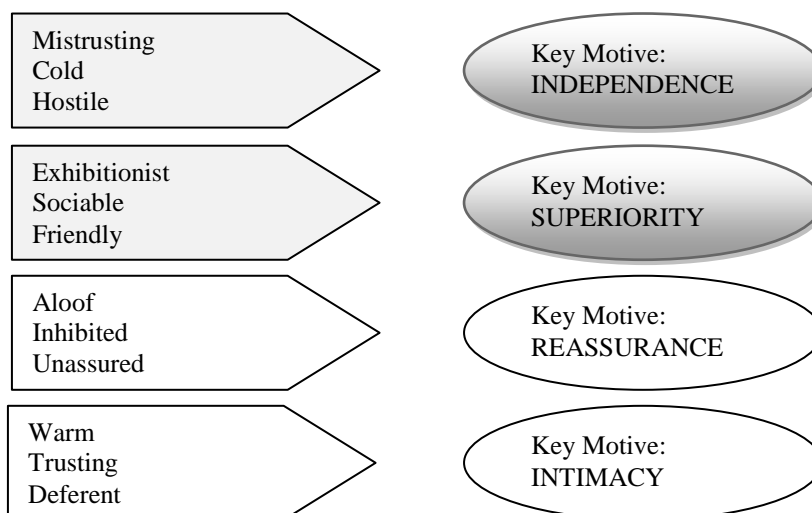
Figure 5.8 determines that these young boys exhibit a high degree of independence (Section 4.6.1) and in some instances (Section 4.4.4) a high degree of social stability.

5.5 CONTRIBUTING IMPLICATIONS

This study offered a series of explanations supported by research findings of the consumer socialization forces at play when young males are placed within a choice situation. In identifying socialization interactions, prerequisites stimulating children's intrinsic reactions are acknowledged. Social behaviour constructs are identified in terms of social and cultural patterns emerging from the data, which is supported by the provision of an understanding of the developing individual and the impact this has on the phenomena being explored. Explicit explanations based on the accounts provided by the respondents themselves are supported by interpretations stemming from the researcher's observations. An associative explanation of the structured evidence is used to more fully develop conclusions in terms of personal and social relationships which drive the young male consumer's intrinsic responses to influencers.

5.5.1 The Developing Male Consumer

As we have seen within Chapter Two, much has been explored within the literature on 'Tweenagers'. It was also noted that much of this literature focused on females with little yet understood about boys within the same demographic. This study has identified that during their 'Tweenage' stage, these young boys are less likely to be strongly influenced by peer pressure and are still reliant on family (mum in particular) to identify sportswear needs, to purchase sportswear garments, and to provide brands which are later remembered and identified by the boys. These young boys are not yet making major brand or purchase decisions and are not yet pestering mum for the brands which are worn or promoted by their peers. This suggests these young boys are at the early stages of consumer involvement in sportswear purchasing.

5.5.2 Implications for Marketing Strategy

Mayo and Nairn (2009) refer to companies who target children as 'child catchers'. They accuse marketers of 'playing on children's dreams' and of exploiting children's vulnerability as they (marketers) 'groom them (children) for profitability'. The study of Mayo and Nairn (2009) determine that children even in 'babyhood' are ensnared in the commercial net and emotionally coerced into behaving positively towards brands. This emotional coercion, it is argued is driven by media, social pressures and the inexperience of children to act rationally to media and social coercion. In listening to the voices of children we might ask a number of philosophical questions relating to pathways to children's emotions. Can a baby emote towards one brand over another? Do children of six years of age act any differently to products advertised than they do to products they see others having or using? Are young males of eight to eleven years of age passive reactors to external forces and hence actively motivated to comply with social agents?

Consideration of marketing to children has risen steadily up the UK socio-political agenda in recent years. Objections have arisen from advertising during children's television programmes to product placement in children's comics and magazines (Fuller 1995; Gray 1999). At the same time we are even seeing an increase in promotional activities infiltrating the world of education (TES 2004). No longer limited to weekend television, organizations are now directing messages towards children at every point with new and innovative techniques used to gain their attention. Commercialism in UK schools, via Cause Related Marketing (CRM) activities, has grown at an unprecedented rate (Which 2003). Plans are being laid, as a result, to establish a more restrictive regime for children's marketing on the basis that children are deemed to need more protection from the 'black art' of the marketer (Williams 2002).

There is no evidence to suggest that media messages motivate young male consumers to purchase into particular sportswear brands within the findings from this study. Evidence from this study suggests family (mum in particular) drives the decision-making process for sportswear purchasing. The findings from this study do not identify marketing communications behaviour as a major prerequisite motivating these young boys to act. Indeed this study suggests marketing communications do not play a direct part in influencing these eight to eleven year old males' decision making but rather opens consideration of a further philosophical questioning regarding the emotional influence marketing communications have on the mothers of tweenage boys, and in particular on the sportswear brand behaviour of mothers.

The findings from this study supports those of Standbrook (2001) who suggested commercial messages did not appear to occupy a central role in shaping children's attitudes and behaviours towards brands. Standbrook (2001) argued that anti-commercial groups understated the role of other forces in influencing the purchase behaviour of children. The findings from this study therefore offer insights into the influences of alternative socialization agency. The findings also suggest that sportswear marketing does not act as a coercive force in manipulating these young boys nor does it appear to drive their sportswear brand decisions.

It is therefore suggested that sportswear 'marketing' is not targeted directly towards children in the future but towards mothers, offering functional rationale for brand purchases.

5.5.3 Consumer Behaviour: Socialization

The findings from this study are somewhat surprising, as we might have expected, or anticipated, that young boys, like young girls of the same age and stage, would be easily coerced by external, socialization agents, such as peers. The findings from this study offer a different understanding from studies on female 'tweens', and also differ to that of Goldstein (1999) in relation to the power of peer pressure. Goldstein suggests that peer pressure helps to shape the child's tastes and desires for certain

products, and that subsequent requests to parents in the form of pester power are made for those products. Much of the work on female 'tweens' (Drake-Bridges and Burges 2010; Kerrane et al. 2012; Souiden and M'Saad 2011) support Goldstein's findings, however the group of boys within this study suggest otherwise, that is this particular group demonstrated a high degree of negative reaction to perceived antagonists (peers) suggesting they are still at the developmental stage of individualist within a normative (family) social environment. The strength of personality and degree of independence demonstrated by these young consumers indicates that whilst these young boys may be the new target market of tomorrow – today this particular group, in this particular area of the UK, still appear to be 'free spirits'.

A key question might then be 'Is the power of persuasive intent overstated due to its ubiquitous nature and the fact that we do not yet understand the complexities of the young male's consumer behaviour?'

5.5.4 Methodological and Empirical Contributions

The comic strip approach within this study recognises previous child-centric approaches to research with children (Greig et al.2007; Marshall 2010; Tinson 2009; Tisdall et al.2010) and has added elements to assist in probing deep seated reactions within the child's socialisation situation. The comic strip scenario developed for this study provides rich descriptions, '*in words and pictures'*, of children's experiences and understandings. Words convey greater meaning about the child's lived experiences (Greig et al. 2007) whilst pictures (projective technique), particularly those developed by children offer insights to the universal language of children (Tinson 2009). Tinson (2009) continues to suggest children's drawings can be used to reflect feelings, provide information on psychological status and offer insights to the inter-personal style of the child. Within this study drawings and statements were combined within a story-telling, role play situation where I was able to analyse reactions and explore emerging patterns of behaviour.

The data collection method adopted within this study represents a contribution to research methods. It encourages the research respondents to become actively involved in the research process. This embraces pioneering research methods aimed at incorporating a qualitative procedure which involves friendship group discussions and projective drawings by adding the concept of completing a story. The design of this top-to-bottom perspective embraced childhood as a separate culture within social agency where children were communicated with in their own language and were they are encouraged to express their own experiences, thoughts and feelings, through a) discussion and b) reaction. The children were permitted to tell their own stories, in their own words, and in their own story telling/comic strip drawings.

The projective comic strip technique used in this study has kinship with, but is distinct from, methodological approaches used in other studies, including sentence completion, word association, role play and drawing techniques.

Sentence Completion was used by Crumbaugh (1990) and Piotrowski et al. (1993). Here respondents were provided with a number of incomplete sentences and asked to complete them. The approach required a degree of cognitive ability in a) understanding the question and b) thinking of an answer. This removes the informality of data collection and imitates exam/test situations. Boddy (2005) offered insights into the use of word-association. Here respondents were requested to respond with the first word which entered their mind immediately following that being shown or stated. My study suggests children of eight to eleven years have different and still developing levels of cognitive ability, therefore the word-association approach could potentially result in no response, a non-associated response or a response which the child feels is expected or is amusing. Role Play, as adopted by Jacques & Schnieder (2005) asks respondents to play a part, usually someone else. This approach takes the respondent out-with the self, offering a more surface-level, rationalized, even rehearsed type of response, again removing spontaneity of reaction.

Adopted mainly within the area of clinical psychology, the comic strip method for data collection offers many advantages to those researching children's consumer behaviour. One of the earliest incidences of the use of a comic strip projective technique was that of Haggard (1942) and his use of comic strip characters to illicit children's hidden inner feelings and fantasies. However this approach adopted the Thematic Apperception Test (TAT) (McClelland 1985) which results in identifying needs, which are defined as socially acquired or learned. A series of pictures were shown and a description was requested. Themes were then developed by the respondent on achievements, affiliations and influences. This required respondents to intellectualize and project views, indicating that a degree of complexity is involved in terms of taking responsibility to identify solutions to problems. This technique would not have been appropriate for this study as it is arguably too complex for use with eight to eleven year olds. Further, TAT does not illicit reactions to socialization agents.

Chapter Three identified a further number of approaches which have been used within the domain of projective techniques, with mixed results in relation to exploring feelings, opinions and emotions. However, none have been identified which illicit reactions.

Drawing Techniques (Jacques & Schnieder, 2005) often use 'bubbles' for action which expect a visual/verbal reply situation. These are generally used for the respondent to imagine what the pictured individual might be thinking, suggesting that true opinions, attitudes, perceptions and emotional responses can be gleaned and insights to personality can be explored. However this approach uncovers connotations respondents may find difficulty in articulating. Traditionally the respondent is asked to suggest what the pictured individual might be thinking. In other words they are being asked

to project from the position of others. This would be over complex for the age and stage of respondents within this study. However there is potential here to adapt this technique in order to elicit reactions. By combining the comic strip format from studies in the Haggard (1942) tradition and adding 'bubbles for action' in the Jacques and Schneider (2005) vein, there is the opportunity to develop a technique which is both age and stage appropriate and allows respondents to offer their own position, rather than the position of others within a role playing scenario. Brought together, these design elements facilitate the elicitation of reaction. This new configuration of design elements also therefore represents a methodological contribution. The empirical contribution is expanded further within section 5.6.

5.6 TOWARDS A NEW UNDERSTANDING OF THE YOUNG MALE CONSUMER

An analysis of the extant literature led to an exploration of how young males of eight to eleven years of age reacted to socialization agent influence. In investigating the research question, four assertions emerged, that is, mum is key to the sportswear purchasing process, peer pressure is less effective with this group, no pester power is in evidence, and boys are different from girls.

5.6.1 Mum is Key

Beginning with an input informational source this study has identified mum as a gateway to brand information and not advertising or peer pressure (Dohnt and Tiggemann 2006; Salvy et al. 2007; Yoo 2009). In this study the guidance of mum has been recognized as a powerful force which is based on a strong positive attachment towards mum. This dispels some of the arguments around advertising as a persuasive and coercive tool (Bissonnette 2007; Schor 2004) and peer pressure as an accelerant for brand communications, brand influence and materialism (Chan 2013).

5.6.2 Pester Power

In this study pester power is not in evidence. This differs from a number of studies (Brownell 2011; Ekstrom 2010; Geuens et al. 2003). Brownell (2011) suggests that as the child develops there is an ontogeny of joint action from the reciprocal playing of social games with parents to a point where children become deliberate and autonomous engagers with family decision making. Other studies on pester power have arisen from a parental perspective and not a child perspective such as Gotze et al. (2009) whose findings on children's bargaining was based on parental diary developments; and McDermott et al. (2006) whose study with parents identified tensions arising in parent-child relationships due to pester power.

5.6.3 Peer Pressure

From brand communications, to the shopping experience, and persuasive intent, peer pressure is low with these respondents. As noted, this differs from previously held views that peer pressure is strong with children (Olweus and Limber 2010; Sahay and Shalma 2010), that the opinions of peers play an increasingly important role between the ages of eight and twelve years (Valkenburg and Cantor (2001). These children do not demonstrate reactions which suggest they emotionally wish to 'fit in' (Lashbrook 2000; Salvy et al. 2007b). This, it is suggested, is due to boys being different from girls, as identified within section 5.6.4.

5.6.4 Boys are Different from Girls

Perhaps most importantly, the findings from this study open up dialogue around the similarities and differences between young female and young male consumers. This exploratory study identifies boys as being different from girls in their relationship with mum; that is, they are accepting of mum's involvement and influence on sportswear choices, unlike girls who are more likely to co-shop and co-decide with mum (Neeley and Coffey (2007). Boys are more likely to disagree with peers rather than follow the directives of peers, unlike girls who are reported to be more easily influenced by peers (Lawler and Nixon 2011). These findings support the work of Maccoby (2002), as identified in Chapter Two that boys behave differently from girls before and during adolescence. This study has supported the work of Maccoby (2002) as evidence through reactions which were challenging, refuting and resisting the influence of peers. This suggests that these boys also base their relationships with peers on competition and dominance. These young boys have not yet emerged as Boden's (2006, p.289) '*significant social actor and consuming force*' within the area of sportswear purchasing. Not as vulnerable or as impressionable as girls (Hill 2011), they do not appear to suffer physical, emotional or social deficits related to consumerism.

5.7 REFLECTIONS ON RESEARCH APPROACH

During the progression of this study it was necessary at different points to acknowledge the philosophical limitations of the study. The limitations of the research process and the measures adopted were identified within the discussions and considerations of methodological options within Chapter Three. Each of these discussions and considerations attempted to minimize the limitations associated with three key areas, i) the phenomenological interpretive approach; ii) undertaking research with children; and iii) exploring deeper-level intrinsic reactions to a given situation. Four further areas were identified as requiring a more detailed consideration i) the literature review; ii) the methodology; iii) conclusions of the study; and iv) the location of the study.

i. The literature on intrinsic reactions is vast, requiring an extensive exploration of historical to contemporary understandings within the field. Additionally, during the consideration of

reactions, it became apparent that no clear identification of a theoretical framework for the gender/age/stage had been developed, particularly in relation to emotional reactions to socialization agents. Due to these factors it was considered necessary to understand the social, emotional and cognitive developments of the child. Through an analysis and evaluation of the literature within Chapter Two the researcher brings together each of these constructs directing the development of research questions which resulted the development of the conceptual framework for exploration.

ii. Methodology was a challenge when considering the most appropriate way to explore phenomena. In addition a review of data collection adopted within previous studies with children (Chapter three) led to the adoption of an approach which was deemed appropriate for the exploration of intrinsic reactions, in reducing potential researcher bias and one which minimized the limitations of adult-child research collection procedures. The approach adopted allowed the children to respond to a situation in as 'naturalistic' a manner as possible.

iii. The conclusions are based on what was observed. By adopting a strategic approach to qualitative analysis (Miles and Huberman, 1994) displays of tables, codes and patterns describe, evaluate and explain. However, conclusions cannot be used to generalize on this demographic for the following reasons:

 a. Limitations of sample size

 b. Limitations of region (high employment region)

 c. Formalized data collection environment (school environment)

 d. Potential impact of the presence of an adult during data collection (perceptions and expectations)

iv. The location of the study is a key limitation as only one region from one country was explored. In justifying regional and country selection it is suggested that the city of Aberdeen is an apposite location for the study of consumer socialization due to its high level of affluence, offering an abundance of brand communications and availability. The degree of affluence is highly visible in a high employment environment.

Nevertheless it is suggested that valuable insights have been gained for our understanding of this demographic of young male consumers between the ages of eight to eleven years, and have been expanded for the location chosen.

5.8 IMPLICATIONS FOR FUTURE RESEARCH

Earlier studies into children's consumer behaviour have reviewed the subject from a number of paradigms: an overview of children's behaviour; a socio-constructivist perspective; a peer influence paradigm; marketing communications paradigm; and so forth. The researcher found little on the inner-directed versus outer-directed reactions and their effects on the young male of eight to eleven years of age, nor has much been found on reactions to external influencers such as socialization

agents. It is therefore suggested that this research only evaluates the tip of a very deep iceberg in terms of research with the evolving young male consumer. It is therefore recommended a number of areas are explored more fully in order to develop a more detailed representation of 'why' young males develop into the adult male consumers they become. Opportunities are therefore identified in the following areas:

i. The effects of socialization agents on young males at the next stage of psycho-socio development i.e. 13-15 year olds sportswear choices.

ii. The effects of socialization agents on 8-11 year old males' purchase decisions within alternative product categories.

iii. The effects of socialization agents on young males at the next stage of psycho-socio development i.e. 13-15 year olds alternative product categories.

iv. The development of studies of consumer development from child to man.

This study also indicated a non-compliant attitude towards media. It is therefore recommended further studies are undertaken in this area to evaluate eight to eleven year old male attitudes towards advertising messages, such as those incorporating individualism and collectivism as the key message through:

i. The young male's emotional responses to advertising messages at different developmental ages and stages for example reactions to collective versus individualistic message content within advertisements.

ii. The evaluation of the comic strip scenario from its use within this study to its use as a more contemporary online approach with older male children.

A number of questions arise regarding researching the overall development of the male consumer and the factors which influence their purchase decisions as they mature, not least when to begin, and where? Research 'with' rather than 'on' children can demonstrate the potential of children to reflect in a concerned way on issues that affect them and society as a whole. Understanding consumers' responses to socialization agency and agents leads to a deeper insight into the impact of the socialization process on the individual and so expand our knowledge on how individuals deal with the pressures exerted upon them. It is also suggested that this expansion of knowledge within the area of consumer socialization can be used to assist marketers not only to develop appropriate messages aimed at this young demographic but also identify the most appropriate 'indirect' route to communications.

In establishing and describing what is occurring in terms of the influence of socialization agents on these male children's purchase decisions within the forum of sportswear choices. It is identified that it is their mothers in particular who exert the power behind sportswear brand choices. This therefore suggests that the research needs to be expanded in order to explore and evaluate the emotional prerequisites to parental choice, with a focus on mothers, in sportswear brand choices.

The positivistic perspective adopted in previous studies with children proved to be limiting in furthering the understanding of the 'tween' male's socialization experiences and reactions. The growth of interpretive work is beginning to provide deeper insights to children as consumers. This study calls for an expansion of the interpretive approach which more fully explores the individual's intrinsic reactions to persuasive agency and agents. The persistent focus on marketing communications and peer pressure leading to pester power needs to be re-addressed and so this research calls for further investigation from a more 'subjective' perspective. 'Subjective' reaction research is therefore recommended for future studies which probe deeper-levels of information within the areas of integrated marketing communications (particularly advertising), retailing (merchandising, in-store displays, environments), consumer behaviour and socialization. This research focused on a specific area and demographic, it is therefore recommended that further research is carried out from national and international perspectives expanding on this rich, complex and divergent field of study.

In Chapter One three schools of thought were identified as emerging from the literature on children's consumer behaviour. The findings from this study suggest none of these are adequate in expanding our understanding of the male tweenager. Marketers and consumer researchers have been working on the assumption that what is known about female tweenagers can be transferred to young male consumers of the same age and stage. This exploratory study questions this assumption as a useful strategy for either practitioners or researchers. This study further underlines the need to study male tweenagers as a separate consuming social group.

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APPENDIX 1

List of Schools in Catchment Area

Key

I = Infant, **N** = Nursery, **P** = Primary, **SP** = Special Needs Unit / Base / School, **PSC** = Pupil Support Centre, **6YRS** = Secondary School up to 6th year - all Secondary Schools have Pupil Support Centres, **CC** = Community Centre

School Type	School Name & Address	Head Teacher	Telephone Number	Fax Number
N/P	**Abbotswell School** Faulds Gate, Aberdeen, AB12 5QX Email:enquiries@abbotswell.aberdeen.sch.uk	Alison Kerr	+44 1224 872714	+44 1224 876270
6yrs/SP	**Aberdeen Grammar School** Skene Street, Aberdeen, AB10 1HT Email:office@grammar.org.uk http://www.grammar.org.uk	Graham Legge	+44 1224 642299	+44 1224 627413
P	**Airyhall School** Countesswells Road Aberdeen, AB15 8AD Email: enquiries@airyhall.aberdeen.sch.uk http://www.airyhall.aberdeen.sch.uk	Anne Healey	+44 1224 498050	+44 1224 312628
N	**Ashgrove Children's Centre** Gillespie Place, Aberdeen, AB25 3BE Email: enquiries@ashgrove.aberdeen.sch.uk	Centre Manager Cheryl Elrick	+44 1224 482293	+44 1224 482787
N/P	**Ashley Road School** 45 Ashley Road, Aberdeen, AB10 6RU Email: enquiries@ashleyroad.aberdeen.sch.uk http://www.ashleyroad.aberdeen.sch.uk	Jennifer Ralph	+44 1224 588732	+44 1224 586228
N/P	**Braehead School** Tarbothill Road, Bridge of Don, Aberdeen, AB22 8RF Email: enquiries@braehead.aberdeen.sch.uk	Laura C Walker	+44 1224 702330	+44 1224 707659
N/I	**Airyhall School** (formerly Braeside) ** Braeside Place, Aberdeen, AB15 7TX Email:enquiries@braeside.aberdeen.sch.uk http://www.braeside. aberdeen.sch.uk Braeside School has amalgamated with Airyhall School. Both schools continue to operate on separate campuses. Headteacher located at Airyhall School campus - see above.	Anne Healey	+44 1224 313953	+44 1224 313953
N/P	**Bramble Brae School** Cummings Park Drive, Aberdeen, AB16 7BL	Alan L Baxter	+44 1224 692618	+44 1224 699855

	Email: enquiries@bramblebrae.aberdeen.sch.uk http://www.bramblebrae.aberdeen.sch.uk			
6yrs/SP	**Bridge of Don Academy** Braehead Way, Bridge of Don, Aberdeen, AB22 8RR Email: enquiries@bridgeofdon.aberdeen.sch.uk http://www.bridgeofdon.aberdeen.sch.uk	Jack Harland	+44 1224 707583	+44 1224 706910
N/P	**Broomhill School** Gray Street, Aberdeen, AB10 6JF Email: enquiries@broomhill.aberdeen.sch.uk	Zofia K Colling	+44 1224 315487	+44 1224 312225
	Bucksburn Academy Keppelhills Road Bucksburn Aberdeen, AB21 9DG Email: bucksburnacademy@aberdeencity.gov.uk	Kas Mohammad	+44 1224 710700	01224 715175
N/P/SP	**Bucksburn School** Inverurie Road, Bucksburn, Aberdeen, AB21 9LL Email: enquiries@bucksburn.aberdeen.sch.uk http://www.bucksburn.aberdeen.sch.uk	Margaret Clark (Acting)	+44 1224 712862	+44 1224 716522
N/P	**Charleston School** Charleston Road, Cove, Aberdeen, AB12 3FH Email: enquiries@charleston.aberdeen.sch.uk	Barbara Gray	+44 1224 249349	+44 1224 896975
N/P	**Cornhill School** Cornhill Drive, Aberdeen, AB16 5BL Email: enquiries@cornhill.aberdeen.sch.uk	Laurie McLean	+44 1224 483234	+44 1224 484121
N/P	**Culter School** 22 School Road, Peterculter, Aberdeen, AB14 0RX Email:enquiries@culter.aberdeen.sch.uk http://www.culter.aberdeen.sch.uk	Susan Crossan	+44 1224 733197	+44 1224 735045
6yrs/SP	**Cults Academy** Hillview Drive, Cults, Aberdeen, AB15 9SA Email:enquiries@cults-academy.aberdeen.sch.uk http://www.cults-academy.aberdeen.sch.uk/	Anna M. Muirhead	+44 1224 868801	+44 1224 869865
N/P/SP	**Cults School** Earlswells Road, Cults, Aberdeen, AB15 9RG Email: enquiries@cultsprimary.aberdeen.sch.uk http://www.cultsprimary.aberdeen.sch.uk	Iain Smithers	+44 1224 869221	+44 1224 869372

N/P	**Danestone School** Fairview Brae, Danestone, Aberdeen, AB22 8ZN Email: enquiries@danestone.aberdeen.sch.uk	George Roberts	+44 1224 825062	+44 1224 707796

	http://www.danestone.aberdeen.sch.uk			
6yrs/SP	**Dyce Academy** Riverview Drive, Dyce, Aberdeen, AB21 7NF Email: enquiries@dyceacademy.aberdeen.sch.uk http://www.dyceacademy.aberdeen.sch.uk	Lesley Adam	+44 1224 725118	+44 1224 772571
N/P/SP	**Dyce School** Gordon Terrace, Dyce, Aberdeen, AB21 7BD Email: enquiries@dyce.aberdeen.sch.uk http://www.dyce.aberdeen.sch.uk	Wendy Wallace	+44 1224 772220	+44 1224 772033
N/P/SP	**Fernielea School** Stronsay Place, Aberdeen, AB15 6HD Email: enquiries@fernielea.aberdeen.sch.uk	Sarah Webb	+44 1224 318533	+44 1224 326952
N/P	**Ferryhill School** Caledonian Place Aberdeen, AB11 6TT Email: enquiries@ferryhill.aberdeen.sch.uk http://www.ferryhill.aberdeen.sch.uk	Lynn Scanlon	+44 1224 586755	+44 1224 585244
N/P	**Forehill School** Jesmond Drive, Bridge of Don, Aberdeen, AB22 8UR Email: enquiries@forehill.aberdeen.sch.uk http://www.forehill.aberdeen.sch.uk	Margaret Moore	+44 1224 820904	+44 1224 705614
N/P/SP	**Gilcomstoun School** Skene Street Aberdeen, AB10 1PG Email: enquiries@gilcomstoun.aberdeen.sch.uk http://www.gilcomstoun.aberdeen.sch.uk	Stewart Duncan	+44 1224 642722	+44 1224 620784
N/P/SP	**Glashieburn School** Jesmond Drive, Bridge of Don, Aberdeen, AB22 8UR Email: enquiries@glashieburn.aberdeen.sch.uk www.glashieburn.aberdeen.sch.uk	Margaret Winton	+44 1224 704476	+44 1224 707668
N/P	**Greenbrae School** Greenbrae Crescent, Bridge of Don, Aberdeen, AB23 8NJ Email: enquiries@greenbrae.aberdeen.sch.uk www.greenbrae.aberdeen.sch.uk	Sally Inglis	+44 1224 704447	+44 1224 708475
N/P	**Hanover Street School** Beach Boulevard Aberdeen AB24 5HN Email: enquiries@hanover.aberdeen.sch.uk	Debbie Moir	+44 1224 569880	+44 1224 589116
6yrs/SP/SSC	**Harlaw Academy** 18-20 Albyn Place, Aberdeen, AB10 1RG Email:	John Murray	+44 1224 589251	+44 1224 212794

	enquiries@harlawacademy.aberdeen.sch.uk			
6yrs/SP	**Hazlehead Academy** Groats Road, Aberdeen, AB15 8BE Email: enquiries@hazacad.org.uk http://www.hazleheadacy.aberdeen.sch.uk	Brian Wood	+44 1224 310184	+44 1224 208434
N/P	**Hazlehead School** Provost Graham Avenue, Aberdeen, AB15 8HB Email: enquiries@hazlehead-ps.aberdeen.sch.uk www.hazlehead-ps.aberdeen.sch.uk	June Stewart	+44 1224 313088	+44 1224 325049
	Heathryburn School Howes Road Northfield Aberdeen, AB16 9RW	Alison Muir (Acting)	+44 1224 788180	+44 1224 683153
P/SP	**Holy Family RC School** Summerhill Terrace, Aberdeen, AB15 6HE Email: enquiries@holyfamilyrc.aberdeen.sch.uk http://www.holyfamilyrc.aberdeen.sch.uk	Dorothy Hagan	+44 1224 316446	+44 1224 326294
N/P/SP	**Kaimhill School/Nursery** Braeside Place Aberdeen AB15 7TX Email: enquiries@kaimhill.aberdeen.sch.uk http://www.kaimhill.aberdeen.sch.uk	Nancy Davidson	+44 1224 313953	+44 1224 209802
6yrs/SP	**Kincorth Academy** Kincorth Circle, Aberdeen, AB12 5NL Email: enquiries@kincorth.aberdeen.sch.uk http://www.kincorth.aberdeen.sch.uk	Grahame Whyte	+44 1224 872881	+44 1224 878958
N/*P*	**Kingsford School** Kingsford Road Aberdeen, AB16 6PQ Email: enquiries@kingsford.aberdeen.sch.uk www.kingsford.ik.org	Audrey Walker	+44 1224 693554	+44 1224 694993
N/P	**Kingswells School** Kingswells Avenue, Kingswells, Aberdeen, AB15 8TG Email: enquiries@kingswells.aberdeen.sch.uk http://www.kingswells.aberdeen.sch.uk	Jane Glover	+44 1224 740262	+44 1224 742425
N/P/SP	**Kirkhill School** Cairngorm Gardens, Kincorth, Aberdeen, AB12 5BS Email: LBrodie@aberdeencity.gov.uk	Lorraine Napier	+44 1224 874439	+44 1224 877885
N/P	**Kittybrewster School** Great Northern Road, Aberdeen, AB24 3QG Email: enquiries@kittybrewster.aberdeen.sch.uk	Ian Macindoe	+44 1224 484451	+44 1224 495224
N/P/SP	**Loirston School** Loirston Avenue, Cove Bay,	Louise McIntosh	+44 1224	+44 1224

School Type	School Name & Address	Head Teacher	Telephone Number	Fax Number
	Aberdeen, AB12 3HE Email: enquiries@loirston.aberdeen.sch.uk http://www.loirston.aberdeen.sch.uk	(Acting)	897686	896967
N/P	**Middleton Park School** Jesmond Drive, Bridge of Don, Aberdeen, AB22 8UR Email: enquiries@middletonpark.aberdeen.sch.uk http://www.middletonpark.aberdeen.sch.uk	Alice McCardie	+44 1224 820873	+44 1224 705571
P	**Mile-End School** Midstocket Road Aberdeen, AB15 5LT Email: enquiries@mileend.aberdeen.sch.uk www.mileend.aberdeen.sch.uk	Pam Michie	+44 1224 636457	+44 1224 620790
N/P	**Milltimber School** Monearn Gardens, Milltimber Aberdeen, AB13 0DX Email: enquiries@milltimber.aberdeen.sch.uk http://www.milltimber.aberdeen.sch.uk	Sarah Fleming	+44 1224 732517	+44 1224 735276
N/P/SP	**Muirfield School** Mastrick Drive, Aberdeen, AB16 6UE Email: enquiries@muirfield.aberdeen.sch.uk	Annie Sleven	+44 1224 694958	+44 1224 696671
N/P/SP	**Newhills School** Wagley Parade, Bucksburn, Aberdeen, AB21 9UB Email: enquiries@newhills.aberdeen.sch.uk http://www.newhills.aberdeen.sch.uk	Shonaid Macdonald	+44 1224 713170	+44 1224 716860
6yrs/SP	**Northfield Academy** Granitehill Place, Aberdeen, AB16 7AU Email: enquiries@northfield.aberdeen.sch.uk http://www.northfield.aberdeen.sch.uk	Sue Muncer	+44 1224 699715	+44 1224 685239
6yrs/SP	**Oldmachar Academy** Jesmond Drive, Bridge of Don, Aberdeen, AB22 8UR Email: enquiries@oldmachar.aberdeen.sch.uk http://www.oldmachar.aberdeen.sch.uk	James Dalgarno	+44 1224 820887	+44 1224 823850
N/P/Sp	**Quarryhill School** Birkhall Parade, Aberdeen, AB16 5QT Email: enquiries@quarryhill.aberdeen.sch.uk	Stephen Coutts	+44 1224 692390	+44 1224 680497
N/P/SP	**Riverbank School** Dill Road, Tillydrone Aberdeen AB24 2XL Email: enquiries@donbank.aberdeen.sch.uk	Maxine Jolly	+44 1224 483217	+44 1224 488690
N/P/SP	**Scotstown School** Scotstown Road, Bridge of Don, Aberdeen, AB22 8HH	Caroline Bain	+44 1224 703331	+44 1224 820289

	Email: enquiries@scotstown.aberdeen.sch.uk http://www.scotstown.aberdeen.sch.uk			
N/P/SP	**Seaton School** **c/o Linksfield Campus** **520 King Street** **Aberdeen, AB24 5SS** Email: enquiries@seaton.aberdeen.sch.uk	Eleanor Sheppard	+44 1224 489030	+44 1224 524730
N/P/PSC	**Skene Square School** 61 Skene Square, Aberdeen, AB25 2UN Email: enquiries@skenesquare.aberdeen.sch.uk	Pauline Repper	+44 1224 630493	+44 1224 620788
N/P/SP	**Smithfield School** Clarke Street, Aberdeen, AB16 7XJ Email: enquiries@smithfield.aberdeen.sch.uk	Dorothea Adam	+44 1224 696952	+44 1224 682106
N/P	**St Joseph's R.C. School** 5 Queens Road, Aberdeen, AB15 4YL Email: enquiries@stjosephsprimary.aberdeen.sch.uk	Catherine Tominey	+44 1224 322730	+44 1224 325463
6yrs/SP	**St Machar Academy** St Machar Drive Aberdeen, AB24 3YZ Email: enquiries@st-macharacademy.aberdeen.sch.uk http://www.st-macharacademy.aberdeen.sch.uk	Isabel McIntyre	+44 1224 492855	+44 1224 276112
P	**St Peter's RC School** 74 Dunbar Street, Aberdeen, AB24 3UJ Email: enquiries@st-peters.aberdeen.sch.uk http://www.st-peters.aberdeen.sch.uk	Jo Martin	+44 1224 485611	+44 1224 482612
N/P	**Stoneywood School** Stoneywood Road, Stoneywood, Aberdeen, AB21 9HY Email: enquiries@stoneywood.aberdeen.sch.uk http://www.stoneywood.aberdeen.sch.uk	Jill Merchant	+44 1224 712720	+44 1224 710137
N/P/SP	**Sunnybank School** Sunnybank Road, Aberdeen, AB24 3NJ Email: enquiries@sunnybank.aberdeen.sch.uk	Caroline Johnstone	+44 1224 261700	+44 1224 621174
6yrs/SP/SSC	**Torry Academy** Tullos Circle, Aberdeen, AB11 8HD Email: enquiries@torry.aberdeen.sch.uk http://www.torry.aberdeen.sch.uk	Jenny Cranna (Acting)	+44 1224 876733	+44 1224 249597
N/P/SP	**Tullos School** Girdleness Road, Aberdeen, AB11 8FJ Email: enquiries@tullosprimary.aberdeen.sch.uk http://www.tullosprimary.aberdeen.sch.uk	Joss Atkin	+44 1224 876621	+44 1224 899415

School Type	School Name & Address	Head Teacher	Telephone Number	Fax Number
N/P/SP	**Walker Road School** Walker Road, Torry, Aberdeen, AB11 8DL Email: enquiries@walkerroad.aberdeen.sch.uk	Maureen Robertson	+44 1224 879720	+44 1224 873158
P N/P	**Westpark School** Cruden Crescent, Northfield Aberdeen AB16 7JD Email: enquiries@westerton.aberdeen.sch.uk http://www.westerton.aberdeen.sch.uk		+44 1224 692323	+44 1224 695216
N/P/SP	**Woodside School** Clifton Road, Aberdeen, AB24 4EA Email: enquiries@woodside.aberdeen.sch.uk	Alexander Burr	+44 1224 484778	+44 1224 481878

Special Schools

School Type	School Name & Address	Head Teacher	Telephone Number	Fax Number
SP	**Cordyce School** Riverview Drive, Dyce, Aberdeen AB21 7NF Email: enquiries@cordyce.aberdeen.sch.uk	Maureen Simmers	01224 724215	01224 772738
SP	**Vision Support Service** *See entry at Sensory Impairment*	Alison Price (Acring Head of Service)	01224 715648	01224 714957
SP	**Hazlewood School** Fernielea Road, Aberdeen AB15 6GU Email: enquiries@hazlewood.aberdeen.sch.uk	Jill Barry	01224 321363	01224 311162
SP	**Woodlands School** Regent Walk, Aberdeen AB24 1SX Email: enquiries@woodlands.aberdeen.sch.uk	Malcolm Johnston	01224 524393	01224 483116
SP/P	**Aberdeen School for the Deaf** c/o Sunnybank School, Sunnybank Road, Aberdeen AB24 3NJ Email: enquiries@schoolfordeaf.aberdeen.sch.uk	Margaret Falconer (Head of Sensory Support)	01224 261722	01224 261723 Mini Com: 01224 261724
SP	**Beechwood School** Heatherwick Road Aberdeen AB12 5ST Email: enquiries@beechwood.aberdeen.sch.uk	Andrew C. Young	01224 238750	01224 895452
SP	**EAL Service (English as an Additional Language)** St. Machar Primary School, Harris Drive, Tillydrone, Aberdeen AB12 8HU Email: enquiries.eal@st-machar.aberdeen.sch.uk or mmcdowall@aberdeencity.gov.uk	Maeve McDowall	01224 494272	01224 495592

SP	**Hospital and Home Tuition Service** Royal Aberdeen Children's Hospital, Lowit Unit, Westburn Road, Aberdeen AB25 2ZG Email: lowitunit@rmplc.co.uk	Moira Fraser (Acting)	01224 550317	01224 550417
SP	**Pupil Support Service** Room 125 Summerhill Centre Stronsay Drive Aberdeen, AB15 6JA Email: psssouth@aberdeen-education.org.uk	Christine Marr (SEBN Co-ordinator)	01224 346395	01224 346097
SP	**Raeden Centre Nursery School** Mid-Stocket Road, Aberdeen AB15 5PD Email: raeden@rmplc.co.uk	Sheila MacGregor	01224 321381	01224 311109

Source: Aberdeen City Council, 2006

School Numbers Report

ABERDEEN CITY COUNCIL
COMMITTEE: **Policy and Strategy (Education)**
DATE: **21 January 2009**
CORPORATE DIRECTOR
LEAD FOR CULTURE & LEARNING: **John Tomlinson**
TITLE OF REPORT: **Mid-Year Education Staffing 2008/2009**

1. PURPOSE OF REPORT

To inform the committee of the pupil roll numbers for the nursery, primary, secondary and special education sectors for the school session 2008/2009 and their impact upon schools' teaching staffing entitlements.

To report on and seek approval for teacher staffing entitlements for the 2008/2009 school session in the nursery, primary, secondary and special education sectors and to inform the committee of the changes to these entitlements from 2007/2008.

2. RECOMMENDATION(S)

The committee is asked to:

1. Note the 2008/2009 pupil roll numbers for the nursery, primary and secondary and special education sectors.

2. Approve the teaching staffing entitlements for the session 2008/2009 as detailed in paragraph 6.6 of this report.

3. Note the savings of £2,407,000 resulting from the roll changes and adjustments to the teaching staffing formulae.

4. Note that the £103,000 variance is better than previously anticipated and that this will be reflected in the next set of out-turn figures to the Resources Management Committee.

3. FINANCIAL IMPLICATIONS

3.1.1 Financial Year 2008/09

In respect of 2008/09 there were a number of planned savings which included teaching staffing formulae reductions generated by pupil roll changes, transformation programme savings and efficiency savings in the primary sector. There were a number of influences on the overall final figure which are detailed in this paper. The net effect is a shortfall in planned savings of £103,000 against the original target of £2.51m. The table below shows the net position on a per sector basis.

ITEM PAGE 2008/09	Planned Budget Saving £'000	Actual Budget Savings/Cost £'000	Variance £'000
Pre-School*	160	160	0
Primary	1,072	965	-107
Secondary	1,278	1,422	+144
Additional Support Needs	Nil	-140	-140

Total 2,510 2,407 -103

*In the pre-school sector, the reduction of £160,000 reflects a reduction of 6 teachers (paragraph 6.2.5). This forms part of a larger saving for 2008/09 in respect of the reduction in full-time pre-school provision within the City and is noted in this report as teaching staffing numbers have been affected.

4. SERVICE & COMMUNITY IMPACT

This report is linked to the Community Plan target that Aberdeen is the highest attaining city in Scotland. The contents of the report link to policies identified within the Education priorities of 'Vibrant, Dynamic and Forward Looking', and in particular objectives:

3. Ensure expenditure on education delivers maximum benefit to pupils' education.

5. Continue work to improve attainment across city schools.

6. Ensure that education is appropriate to pupils' needs and that pupils leave school with skills essential for living.

An equalities impact assessment is not required.

5. OTHER IMPLICATIONS

5.1 Personnel

5.1.1 Any adjustment to the number of teachers in individual schools and across the Authority is made according to existing policies and procedures. Where teachers are identified as excess to school requirements they are assigned to vacant posts wherever possible during the school year, and in accordance with agreed policy.

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6. REPORT

6.1 Background

6.1.1 School staffing levels for the following school year are calculated each spring, using the estimated number of pupils for the forthcoming session as the baseline.

6.1.2 In the primary and secondary sectors, as part of the annual Scottish Government Census, the actual roll for the current school session is confirmed in mid-September.

6.1.3 This year the pupil census was undertaken on 22nd September.

6.1.4 The number of nursery classes and teachers is determined by the annual nursery admissions process managed jointly by the Service Managers, Schools and Children's Services and the Strategist for Early Years, family support and childcare. A national census of nursery pupils is undertaken in January of each year.

6.1.5 Confirmation of the primary teaching numbers is based on a pupil roll count at the start of September and in advance of the census. As agreed in the Mid-Year Staffing report 2007/2008 to the Policy and Strategy (Education) Committee on 8th February 2008, the timing of this exercise allows changes to be made to classes with the minimum disruption to pupils and staff and in advance of the October school holidays.

6.1.6 Confirmation of the teaching entitlements for the secondary sector is based on the pupil rolls established by the census information.

6.1.7 In the special education sector the pupil numbers may be moderated by the Service Managers (Schools and Children's Services) to take account of variable demand across the year.

6.1.8 The census data and teaching entitlements are also used to confirm the pupil per capita budgets, related teaching budget such as School Focussed Development and to inform the staffing budgets for the following financial year.

6.1.9 Revised formulae for teaching staffing in the primary, secondary and freestanding special schools have been implemented from August 2008. Elements of

teaching staffing such as support for learning, behaviour support and supply teacher cover are now included in schools core teaching entitlements and as a result, the baseline for defining teacher numbers in the primary and secondary sectors has been revised for this paper.

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6.2 Pre-school sector

6.2.1 In the pre-school sector there is a statutory duty to secure pre-school education for all 3 and 4 year - olds. Nursery teaching staffing in Aberdeen City schools provides one teacher for twenty pupils. Scottish Government have issued guidance to authorities that states that each pre-school pupil should have access to a teacher and the Care Commission set staffing standards for all preschool education.

6.2.2 Nursery Pupils

Table 1

Date	Pupil numbers	Change
August 2007	2562	Not previously reported
August 2008	2543	-19

6.2.3 Part-time Nursery Classes

Table 2

Date	No. of Half Day Classes	Change
August 2007	132	0
August 2008	144	+12

6.2.4 From August 2008 there are no longer any full-day nursery places in the pre –school sector.

6.2.5 Nursery Teachers

Table 3

Date	Nursery teachers	Change
August 2007	74*	-1
August 2008	68	-6

*Included 10 teachers for full-day nursery classes

6.3 Primary Sector

6.3.1 Pupil numbers

Table 4

Census	Pupil numbers	Change
September 2007	12,285	-18
September 2008	12,072 (12,111)	-213 (-174)

Actual census numbers are 12,072 against the pupil count in early September 2008 of 12,111. Teaching staffing is based on the pupil count figure of 12,111.

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6.3.2 Primary teachers

The teaching entitlements for 2008/2009, through application of the revised formula for primary teaching, now incorporate former additional teaching allocations and supply teacher cover into the core teaching numbers. In addition, the formula entitlement in the primary sector has been reduced to 97% to achieve part-year efficiency savings of £513,000. These factors, the reductions through roll decrease and the school rationalization programme in 2008/09 are reflected in the teacher numbers in Table 5.

Table 5

Primary teachers

September 2008	774.8

6.3.3 Change in primary entitlements from 2007

There has been a net reduction of 43.11 teachers. The projected roll reduction in the primary sector was 278 with a projected teacher reduction of 11. However the

actual roll reduction was 174, a difference of 104 pupils which equates to approximately 4 teachers (£107,000). As a result of this the total planned savings were not fully achieved.

6.3.4 Excess teachers.

There were no excess teachers resulting from the downward adjustments in teaching entitlements in the primary sector.

6.4 Secondary Sector

6.4.1 Pupil numbers

In 2007/2008 secondary schools were allowed to retain staffing for pupils attending college on a full time basis. It was agreed in the Mid Year staffing report for 2007/2008 to Policy and Strategy (Education) Committee on the 8th February 2008 that from August 2008 these pupils would be discounted from the roll figure used to calculate teaching entitlements. The roll figure in brackets in Table 6 therefore shows the census figure for 2007 as opposed to the pupil roll figure used to calculate the teaching entitlements for that year. The baseline for 2008 and beyond will be the census figure that excludes those pupils at college.

Table 6

Pupil numbers Change

September 2007 10,015 (9,863) -416

September 2008 9,529 -486 (-334)

6.4.2 Secondary teachers

The teaching entitlements for 2008/2009, through application of the revised formula for secondary teaching, now incorporate former additional teaching allocations and supply teacher cover into the core teaching numbers. In addition, the formula entitlement in the secondary sector has been reduced to 95.04% to achieve part-year savings of £820,000 in the period August 2008 – March 2009 against an original target of £1,080,000. These factors, the adjustment for pupils attending college and the reductions through roll decrease are reflected in the teacher numbers in Table 7.

Table 7

Teachers

September 2008 798.54

6.4.3 Change in secondary entitlements from 2007

There has been a net reduction of 56.92 teachers in the secondary sector. The projected roll reduction in the secondary sector was 131 pupils. However, the actual roll reduction was 334, a difference of 212 pupils and approximately 13 teachers. (£350,000)

6.4.5 Excess teachers

There are currently 1.7 excess teachers within the secondary sector. Service Managers, Schools and Children's Services, are monitoring the excess staffing on an ongoing basis. No budget provision was factored into 2008/09 for any excess teachers. The cost of this is £45,000.

6.4.4 English as an Additional Language Service (EAL).

From September 2007up to the end of the school session 2007/2008, the staffing for the EAL Service of 13.9 fte was augmented by 3 further teachers. From August 2009 and as approved at the Policy and Strategy (Education) Committee on the 8th February 2008, the staffing for the service has been increased to 19.57 fte. Budget for the staff was approved as part of the budget process for 2008/2009. The needs of the service are being regularly monitored.

6.5 Additional Support Needs(special schools and services)

6.5.1 Pupil numbers

Table 8

Census Pupil numbers Change

September 2008 568 Not previously reported

6.5.2 From August 2008 a new teaching staffing formula was implemented in the free-standing special schools. The formula also included the teaching supply budget in core staffing from August 2008.

Table 9

Teacher numbers Change

September 2007 151.86 0

September 2008 157.09 +5.23

6.5.3 In order to remain cost-neutral the formula in the freestanding special schools was implemented at 95.18% of the full value. There has, however, been an increase in the overall roll for the free standing special schools of 17 pupils, a change in the profile of pupil needs and a change in the composition of the roll in one particular school where pupils are now all at the secondary stage. These factors have generated an additional teaching entitlement in the special sector of 5.23fte.

6.6 Summary of Teaching Staffing Entitlements 2008/09

Table 10

Sector 2008/09

Pre-School 68.00

Primary 774.80

Secondary 798.54

Additional Support Needs 157.09

EAL Service 19.57

Total 1818.00

6.7 Relief Agency

6.7.1 The Relief Agency continues to be managed via the Staffing Section in Neighbourhood Services North and provides a citywide relief staffing service for all schools. The number of Relief Teachers registered with the agency is:

☐☐Primary – 352

☐☐Secondary – 376

6.7.2 Current shortage areas are

☐☐Secondary schools: Maths, English, PE, Music & Languages (general cover is only provided once subject cover is fully exhausted).

☐☐Primary schools: Upper stages (P5-P7) - most uncovered classes fall into this category as the majority of relief teachers decline upper stages primary relief teacher work.

6.7.3 The busiest terms for relief teacher cover are during the periods November – March annually when sickness levels peak. During these periods it is unlikely that course/development days can be covered as the priority for relief teacher cover is always for 'sickness' requests.

6.7.4 The Relief Agency also recruits and deploys other relief non-teaching school-based employees on a relief basis to cover sickness and absence to ensure the smooth running of schools. There is a shortage of relief workers and open adverts are placed to encourage recruitment.

6.7.5 The Relief Agency also recruits and deploys other school-based employees on a relief basis to cover sickness and absence to ensure the smooth running of schools. There is a shortage of relief workers and open adverts are placed to encourage recruitment.

6.7.6 Reports, recording levels of requests placed for relief teacher staffing and levels of 'uncovered' relief teacher staffing, are submitted to Heads of Service and Education Officers on a weekly basis.

7. AUTHORISED SIGNATURE

John Tomlinson
Corporate Director, Lead for Culture & Learning
Email: jtomlinson@aberdeencity.gov.uk
Tel: 01224 814500

………………………………………………………..

8. REPORT AUTHOR DETAILS

Sandy McPhee, Co-ordinator, Devolved Education Management
Tel: 01224 522744
Email: sandym@aberdeencity.gov.uk

9. BACKGROUND PAPERS

No background papers were used in this report

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Xxxx Xxxxxx
Director of Education
Aberdeen City Council
St Nicholas House,
Broad Street
ABERDEEN AB10 1AR

Date:

Dear Xxxx,

Re: Research with Primary School Children

I am a PhD student at The Robert Gordon University aiming to develop a study into the motivational effects influencing male children's purchase decisions. The study entails undertaking research with 8-11 year old males in order to ascertain motivational prerequisites driving their sportswear choices.

To that aim, I have designed a research approach which involves children in friendship group discussions (4/5 boys per group) regarding the choices they make and more importantly 'why' they make particular brand choices. This would involve answering a series of discussion questions and the completion of a comic strip scenario.

I am therefore writing to request permission to approach Head Teachers within the Aberdeen City catchments area in order to progress the research further. Should permission be granted I would be seeking permission to undertake data collection with a range of primary schools in addition to which parental/guardian and child permission would also be sought.

It is anticipated the findings of this study will address some of the concerns we have regarding children and consumerism in particular the potential need for educational input to consumerism at an age and stage when educating tomorrows' consumer's will hopefully lead to more rational purchasing behaviour in later life.

Should you wish to discuss this further, please do not hesitate to contact me. However, should you require no further discussion please compete the tear off section below and return it to me in the enclosed stamped, addressed envelope.

Thanking you in anticipation,

Grace Mackie

Home contact: (xxxxx) xxxxxx

....

Please delete as necessary and return in the enclosed stamped, addressed envelope.

I **give/do not give** permission for researcher to approach Head Teachers of Primary Schools within the Aberdeen City catchments area. I understand parental and child permission will be gained prior to any contact with children.

Signed:.. Date:............................

Please print name:..................................

Thank you.

Email to Head of School

Dear Xxxx,

Re: Research with Primary School Children

I am a PhD student at The Robert Gordon University aiming to develop a study into the motivational effects influencing male children's purchase decisions. The study entails undertaking research with 8-11 year old males in order to ascertain motivational prerequisites driving their sportswear choices.

Having sought and received permission from Xx Xxxxxx to approach primary schools within the Aberdeen City catchments area I am now seeking your permission to undertake data collection with primary 6 & 7 children within your school.

I have designed a research approach which involves children in friendship group discussions (4/5 boys per group) regarding the choices they make and more importantly 'why' they make particular brand choices. This would involve answering a series of discussion questions and the completion of a comic strip scenario. Prior to data collection I would also be seeking permission from parental/guardian and child.

It is anticipated the findings of this study will address some of the concerns we have regarding children and consumerism in particular the potential need for educational input to consumerism at an age and stage when educating tomorrows' consumer's will hopefully lead to more rational purchasing behaviour in later life.

I would therefore be most grateful if you could respond by return email if data collection would be possible/not possible in your school and also to make arrangements for a suitable time to visit with you in order to discuss the research process and possible timescales suitable to your curriculum.

Thanking you in anticipation,

Grace Mackie
The Robert Gordon University
ABS/Marketing
Garthdee Campus
Garthdee
Aberdeen AB10 7QE

Tel: 01224 263800 Ext: 3133
Email: g.e.mackie@rgu.ac.uk

Parent and Child Permission Form (Opt-in)

Front and Rear Pages

CHILDREN'S MOTIVATIONS ?

Do your children constantly bombard you with requests for products or brands you don't need?
Many parents are concerned with the demands their children make to buy, buy, buy!

But we don't know why, why, why?

This study aims to find out
what motivates your kids to constantly demand products and brands you don't want or need.

The results of the study will determine the need for educational input in schools which will help your children deal with the pressures to consume.

G.E.Mackie MSc MCIM MAM
Researcher
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Garthdee
ABERDEEN AB10 7QE
Tel: 01224 263133
Email: g.e.mackie@rgu.ac.uk

Centre Pages

'Children's Motivations'

Dear Parent/Guardian and Child,

I am currently involved in researching what motivates our children to choose particular brands of sportswear. I am therefore seeking permission from you and your child for your child to participate in a friendship group discussion session based around a series of sportswear brands and advertisements.

The session will take place at your child's school, at a suitably arranged date and time and will take approximately 50 minutes.

I would be grateful if you would please complete the tear off slip provided and return your response to the class teacher.

Thank you.
Grace E Mackie
Researcher

Please delete as necessary:

I give/do not give permission for involvement in the aforementioned study on motivation.

Signed:

Adult...........................Date:........
Print:..........................

I would like to/not like to be involved in the aforementioned study on motivation.

Signed:

Child..........................Date:........
Print:..........................

FRIENDSHIP GROUP DISCUSSIONS OF SPORTSWEAR BRAND CHOICES

Introduction

You each have a label for your name and age, just like mine.

Section A: Sportswear Buying Behaviour

1. Firstly, can you tell me what sports brands you wear?

2. Do you enjoy shopping for sportswear?

Section C: Communications and Influences

3. How do you find out about what brands of sportswear are out there in the shops?
   a. Advertising via TV, magazines, shops, internet? Other?
   b. Family and friends?
   c. School?

4. There are many different things that influence what we buy. Let's think about what things influence your brand choices.

Section D: Emotions, motives

5. We all have feelings about different things in life? Sometimes we feel good about what we wear sometimes not so good.
   a. How do you feel wearing your sportswear?

6. Do you prefer to wear the same brands as your friends, family (siblings/cousins) or do you have your own preferences?
   a. Does it matter if one of you wears or likes one brand and one of you wears or likes another brand?

NOW FOR DRAWINGS

Look at the story in the comic strip.............how would you finish it? What would you say in the box? Add your comments and illustrations in the large box.

Coat on, then swings.
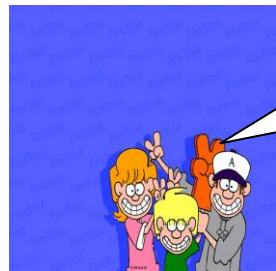
You don't want to wear that jacket! It's not the right brand.

? Would you just wear the jacket or complain to your parents that you want a brand your friends like?

? What would you say to your friends?

What happens next?

Letter to Scout Cub Leader for Pilot Study

G.E.Mackie MSc MCIM MAM
Lecturer in Marketing and
Consumer Behaviour
Aberdeen Business School
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Garthdee
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Xxxx Xxxxxx
Cub Scouts
Milltimber Community Centre
Milltimber, ABERDEEN.

Date:

Dear Xxxx,

I am currently undertaking research into the motivations behind the decision-making process when children make particular sportswear choices. The main research focus is boys between the ages of eight and eleven years old with whom an attempt to analyse motivational prerequisites prior to purchasing decisions is made. It is anticipated the results of this study will determine a need for public policy and the requirement to introduce educational input in schools which will help children deal with pressures to consume.

To that aim, I have designed a research approach which entails involving children in friendship group discussions (4 boys per group) regarding the choices they make and more importantly 'why' they make the choices they do. This would involve answering a series of questions and completing a comic strip discussion. Perhaps covering an aspect of one of your badge tasks such as:

  i.   Art - making a video of peers' reasons for sportswear choices made
 ii.   Designing a graphic storyline (comic strip) on pressures to
       consume and what should be done to prevent this
iii.   Communications – make a newsletter report on pressures to consume and perhaps how
       best to deal with these pressures.

As you can see this could be a developmental process over a period of 2-3 weeks.

I am therefore writing to enquire of the possibility of undertaking some friendship group discussions during Cub time on a Tuesday evening in the form of one or all of the above activities. I would be providing all materials and instructions for the groups. Parental/guardian and child permission letters have been developed and would be distributed prior to contact with the child. This incorporates assurances of confidentiality.

I do hope you will grant me this time as it can be seen that commercialism is becoming endemic among younger and younger children with personal debt growing rapidly in Scotland. It is anticipated the findings of this study will address some of these concerns and begin the educational process at an age and stage when educating tomorrows' consumer's

will hopefully lead to more rational purchasing behaviour in later life. Today's young consumers will then become parents and teachers of tomorrow's 'rational' consumer society.

Should you wish to discuss this further, please do not hesitate to contact me at home. However, should you not need further discussion please compete the tear off section below and return it to me in the enclosed stamped, addressed envelope.

Thanking you in anticipation,

Grace.

Home contact: (01224) 732199

....

Please delete as necessary and return in the enclosed stamped, addressed envelope.

I **give/do not give** permission for research into children's motivations to take place with the 65th Aberdeen (Milltimber) Cub Scouts. I understand parental and child permission will be gained prior to any contact with children. I also anticipate arrangements will be made and materials provided by the researcher in agreement with Cub Leaders expectations.

Signed:... Date:..............................

Please print name:..................................

Thank you.

APPENDIX 7

Arrangements Form and Opt-out Opportunity

'Children's Motivations'

Dear Parent/Guardian and Child,

The friendship group discussion your child agreed to participate in will take place on (day)................, (date)................, (time).............. in school. In order to capture responses the discussion will be recorded. All information will be kept confidential. Please have your child return this form during the discussion meeting.

Thank you.
Grace E Mackie
Researcher

Please sign below if you do not wish a recording of responses to be made.
I do not wish my child's responses to be recorded. Signed:............................
I do not wish my responses to be recorded. Signed:............................

G.E.Mackie MSc MCIM MAM
Researcher
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ABERDEEN AB10 7QE
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Electoral Wards and Average Incomes
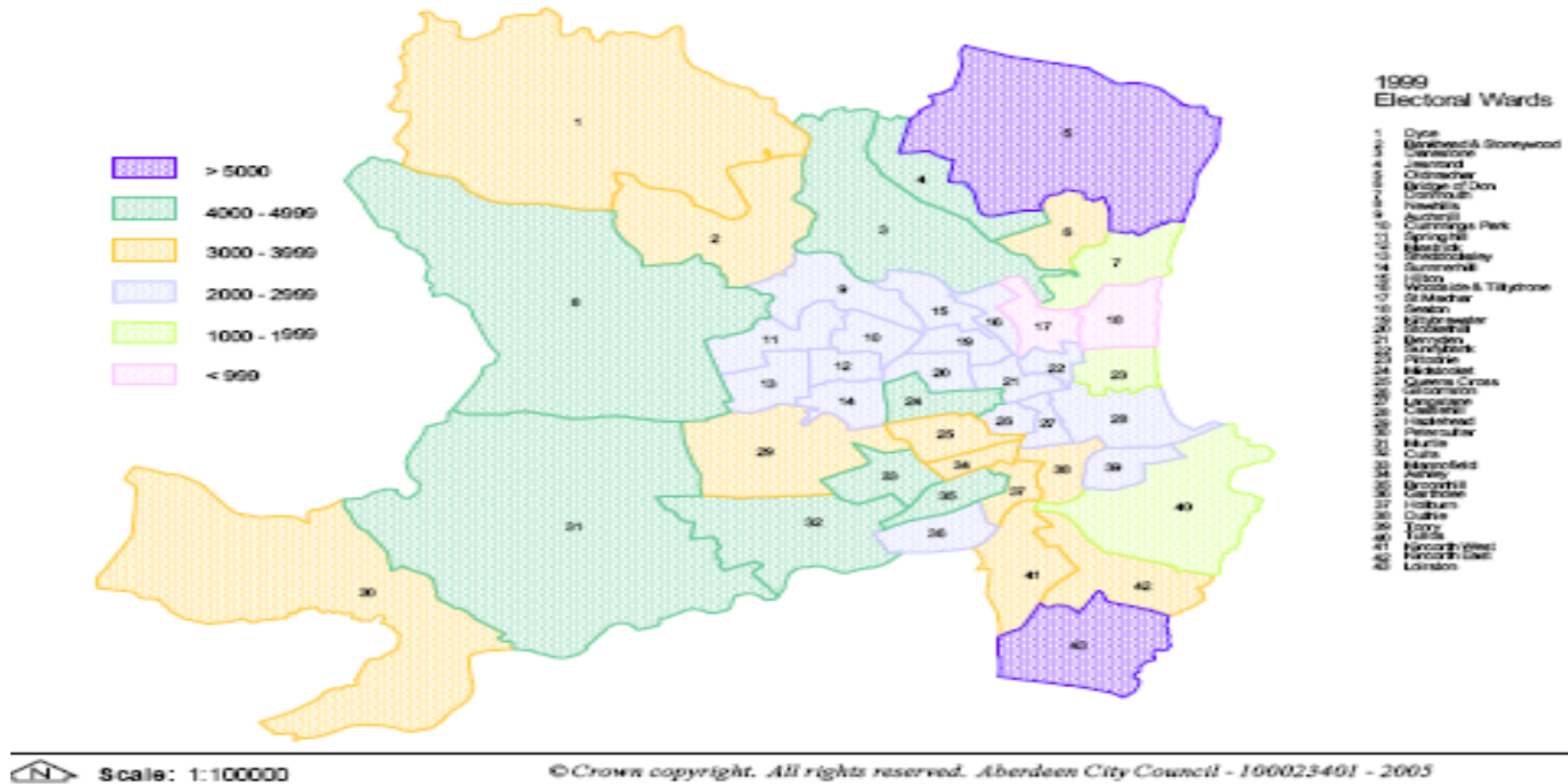
Source: Aberdeen City Council, Corporate Information and Research, September 2005. www.aberdeencity.gov.uk, 83 pages, accessed 30/10/06.

Revised Electoral Wards (July 2006) Average Income (based on figures for 2004)

Electoral Ward	Aberdeen City Region	Ave. Income (£)
1. Dyce/Bucksburn/Danestone	North	498.00
2. Bridge of Don	North	498.00
3. Kingswells/Sheddocksley	North	498.00
4. Northfield	North	498.00
5. Hilton/Stockethill	North	498.00
6. Tillydrone/Seaton/Old Aberdeen	Central	414.20
7. Midstocket/Rosemount	Central	414.20
8. George St/Harbour	Central	414.20
9. Lower Deeside	South	467.20
10.Hazelhead/Ashley/Queens Cross	South	467.20
11.Aryhall/Broomhill/Garthdee	South	467.20
12.Torry/Ferryhill	South	467.20
13.Kincorth/Loriston	South	467.20

Source:
Revised Electoral Wards:
Local Government Boundary Commission for Scotland – Multi Member Wards, http://lgbc-scotland.gov.uk/maps/aberdeen4th/index.htm, 1 page, accessed 30/10/06.
Average Income:
Aberdeen City Council, Corporate Information and Research, September 2005. www.aberdeencity.gov.uk, 83 pages, accessed 30/10/06.

Unemployment Trends of Primary School Catchment Areas

Ward No.	Based on 1999, 43 Ward Boundaries			
	Ward Name	Total	Rate	Unemployment
1	Dyce	23	0.7%	
2	Bankhead & Stoneywood	31	1.0%	
3	Danestone	16	0.4%	
4	Jesmond	21	0.6%	
5	Oldmachar	15	0.4%	
6	Bridge of Don	26	0.8%	
7	Donmouth	17	0.7%	
8	Newhills	16	0.4%	
9	Auchmill	121	3.9%	
10	Cummings Park	60	1.9%	
11	Springhill	55	1.8%	
12	Mastrick	48	1.6%	Average
13	Sheddocksley	43	1.5%	Average
14	Summerhill	43	1.7%	
15	Hilton	57	1.9%	
16	Woodside & Tillydrone	226	6.7%	High
17	St Machar	131	4.1%	
18	Seaton	92	3.3%	
19	Kittybrewster	44	1.6%	Average
20	Stockethill	35	1.3%	
21	Berryden	63	1.7%	
22	Sunnybank	81	2.1%	
23	Pittodrie	77	2.4%	
24	Midstocket	14	0.4%	
25	Queens Cross	9	0.3%	
26	Gilcomston	51	1.6%	Average
27	Langstane	95	2.2%	
28	Castlehill	75	1.8%	
29	Hazlehead	25	1.0%	
30	Peterculter	21	0.7%	
31	Murtle	2	0.1%	Low
32	Cults	10	0.3%	
33	Mannofield	5	0.2%	Low
34	Ashley	52	1.4%	
35	Broomhill	11	0.4%	
36	Garthdee	58	1.9%	
37	Hoburn	30	0.9%	
38	Duthie	34	0.9%	
39	Torry	95	2.9%	
40	Tullos	135	4.2%	High
41	Kincorth West	30	1.1%	
42	Kincorth East	36	1.2%	
43	Loirston	21	0.5%	
ABERDEEN CITY		**2,150**	**1.5%**	

Ward Unemployment in Aberdeen as at July 2006

Lowest level of unemployment (2 Wards):

Murtle (0.1%) and Mannofield (0.2%)

Average level of unemployment (4 Wards):

Sheddocksley (1.5%), followed by Mastrick, Kittybrewster and Gilcomstoun (1.6%)

Highest level of unemployment (2 Wards):

Woodside & Tillydrone (6.7%) and Tullos (4.2)

PILOT STUDY QUESTIONNAIRE
Motives for Sportswear Choices

Section A: Introduction

Hello, you all know me, (name). We are here this evening to try and find out why you chaps choose the sportswear brands you like and who or what influences the choices you make.

Section B: Behaviour

Firstly, can you tell me what sports brands you wear?
How often do you go out shopping for sportswear?
Who do you go with?
Do you know what you want before you go out shopping?
Do you enjoy shopping for sportswear?

Section C: Influences

Now we're going to look at some advertisements for sportswear. Here we can talk about your opinions and write down your thoughts and feelings too.

How do you find out about what brands of sportswear are out there in the shops? Can you look at the enclosed advertisements on the next pages for 8 brands of sportswear and respond to the questions that follow.

QUESTION 1: Look at the 8 sports brands below and on the next pages. Circle 8 points if you really like the brand down to 1 point if you really don't like the brand. Example: you might quite like a brand but not too much and give it a 5 or 6.

TARGET SPIKE
LONG SLEEVE TEE

LEVI 1

HOODIE ZIPPED
SWEATSHIRT

LEVI 2

8 points

7 points

6 points

5 points

4 points

3 points
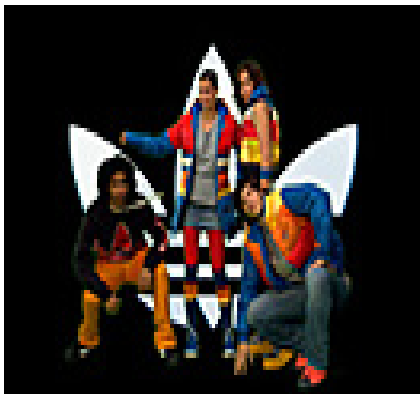
2 points

1 points

ADIDAS 1

ADIDAS 2

8 points

7 points

6 points

5 points

4 points

3 points

2 points

1 points

ANIMAL 1

ANIMAL 2

8 points

7 points

6 points

5 points

4 points

3 points

2 points

1 points

NIKE 1
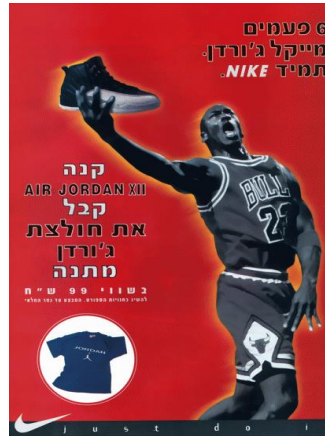
NIKE 2

| 8 points |
| 7 points |
| 6 points |
| 5 points |
| 4 points |
| 3 points |
| 2 points |
| 1 points |

Ben Sherman 1

Ben Sherman 2

| 8 points |
| 7 points |
| 6 points |
| 5 points |
| 4 points |
| 3 points |
| 2 points |
| 1 points |

Fred Perry 1

Fred Perry 2

| 8 points |
| 7 points |
| 6 points |
| 5 points |
| 4 points |
| 3 points |
| 2 points |
| 1 points |

Le Coq Sportif 1   Le Coq Sportif 2

| 8 points |
| 7 points |
| 6 points |
| 5 points |
| 4 points |
| 3 points |
| 2 points |
| 1 points |

Puma 1   Puma 2

| 8 points |
| 7 points |
| 6 points |
| 5 points |
| 4 points |
| 3 points |
| 2 points |
| 1 points |

QUESTION 2: Which brand is your favourite overall? Please tick one box only.

Levi	Adidas	Animal	Nike	Ben Sherman	Fred Perry	Le Coq Sportif	Puma

Maybe there's another brand you prefer (please write what it is):....................................

QUESTION 3: Why is this your favourite brand? Please tick the boxes for level of importance i.e. 5 = very important and 1 = least important. For example you might decide to give a box only 4 for important or 2 for not very important.

You prefer the styles available   ☐

You prefer the colours available   ☐

Your best friend wears the brand   ☐

Your parents/guardian buys these for you   ☐

They are comfortable ☐

QUESTION 4: Would any of the following reasons influence you wearing the brand you like? Please tick yes or no for **each** question.

	Yes, I would stop wearing the brand	**No**, I would not stop wearing the brand
a) My favourite brand costs a lot of money	☐	☐
b) All of my friends wear this brand	☐	☐
c) None of my friends wear this brand	☐	☐
d) I will be different from everyone else	☐	☐
e) The brand was purchased from a supermarket	☐	☐
d) There are no advertisements for my favourite brand	☐	☐
e) There are good advertisements for another brand	☐	☐
f) People at school say the brand you like is not good	☐	☐

How would you feel wearing, say Reebok sportswear? Why?
How would you feel wearing, say ASDA sportswear? Why?

What is the most popular brand among your group of friends?
Does it matter if one of you likes one brand and another person likes another brand?
What do you think other's views are regarding the brands you choose to wear?
Do you do what others think? Always................................Never?
Does it matter if you do/don't do what others think?

SCENARIO:

Look at the story in the comic strip.............how would you finish it? What would you say in the box?   Add your comments and illustrations in the large box on next page.

Coat on, then swings.

You don't want to wear that jacket! It's not the right brand.

?

Would you just wear the jacket or complain you want a brand your friends like?

Any other comments?

....

....

How could we get more information on this topic? What do you think we should do next?

....

....

That is the end of questioning. If there is anything you would like to add at a later date, please don't hesitate to contact me.

THANK YOU

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Tel: 01224 263133
Email: g.e.mackie@rgu.ac.uk

Transcripts

Transcript: (BA) P6 Stage 1

Hello my name is Grace and I'm from The Robert Gordon University. Firstly I'd like to thank you all for agreeing to take part in this wee discussion about your views on brands of sportswear. Before we look at the brands I've prepared some stickers with your names so I can try to remember who thinks what. As you put the name sticker on perhaps you would like to introduce yourselves too, say your names and your age for the recorder.

Leeroy, I'm 9 [LE9]; Euron, 10 [EU10]; I'm Caden, I'm 10 [CA10]; I'm Sandy, I'm 10 [SA10]. I'm Jamie, I'm 10 [JA10]. I'm Steve, age 10 [SC10].

1.   What brands do you usually wear?

Umbro and adidas [LE9]. Adidas [EU10 & SC10]. Adidas, Nike and Lacoste [CA10]. Yeah, adidas and Nike [SA10]. I wear Puma, adidas, Nike and Le Coq Sportif [JA10]. *Who buys your sportswear?* My mum. (*Always?*) Yes [LE9]. Me and my family. (*When is it you?*) When we go out to JJB sport I can pick what I like [EU10]. Me [CA10]. My granddad [SA10]. My mum and dad buys my clothes [JA10]. Yeah, my dad and my mum [SC10]. (*How often do you go out shopping for sportswear?*) Not very often [LE9]. Every month, for me and my brother [EU10]. Every 2 weeks. (*How can you be so sure?*) Because I go with my mum one week then my dad the other week. (*That's every week then?*) No, my mum doesn't go to sports shops, just my dad [CA10]. Yeah, twice a month [JA10]. Every month. (*Once a month?*) Yes, with my granddad [SA10]. Every year. (*How many times a year?*) Once. (*Only once? What happens if you need something during the year?*) Well, my dad and mum bring things in. (*So when does this once a year happen?*) Before school, in summer [SC10]. *Where do you usually go to buy your sportswear?* My mum just brings things in [LE9]. JJB sports or Sports World usually [EU10]. We go to JJB sports and have a look and if I need something like new clothes or that I come out with something else. (*What do you mean 'something else'?*) Well last week I got a basket ball but I didn't go to get one. My granddad just said it would be fun [SA10]. We go to all sorts of shops. (*Mainly?*) John Lewis's [JA10]. We go to the shops at the clubs. (*What clubs?*) The golf and football clubs. *(Do you get sports clothes there often*?) Just sometimes [SC10]. (*Who do you go shopping with?*) My mum and dad [EU10]. Dad. But sometimes mum. (*When?*) If dad's busy or working then I sometimes go with mum [CA10]. My granddad [SA10]. My brothers and my friends sometimes, but mainly mum and dad [JA10]. Dad [SC10]. (*Do you know what you want before shopping?*) No, my mum just brings in what I need. (*Do you*

know where from?) The shops and tat when she gets the shopping (*What shopping?*) Food and that [LE9]. I think first then I tell my mum what I need. (*Do they always get what you need?*) Sometimes, sometimes I don't get everything I want. (*Can you remember when you didn't get what you needed or wanted?*) Yeah, I wanted a new top and trainers and that and all I got was swimming trunks for swimming [EU10]. Yes. My mum tells my brother and my dad what I need [CA10]. Yes. (*How?*) Sometimes dad says' let's go get you some new shoes' [SC10]. (*And you JA?*) No I don't have a clue, we just go out and see what there is [JA10]. (*SA?*) Not really, not all the times [SA10].

2. Do you enjoy shopping for sportswear?
Yeah, I really enjoy it for football tops [EU10]. Yeah, I have fun with my brother and my dad [CA10]. It's okay [SA10]. Sometimes [LE9]. Yes [SC10 & JA10]. Because I like clothes [JA10].

3. How do you find out about what brands of sportswear are out there in the shops?
My brother knows all the new stuff [CA10]. I get stuff from my brother and cousins [LE9]. I found it on the TV [EU10]. Yeah, in the shops too..........JJB have everything [SA10]. Yeah, in the shops and in the clubs [SC10]. Stuff I get on my birthday and I got a Puma shirt, adidas trainers and Le Coq sportif track suit [JA10]. (*What about in school?*) We all wear uniform, it's just sometimes we wear different trainers or that for sports [CA10].

4. I'm going to ask about what influences your choice of brand. Is it any of the following:

(*The cost (high/low)?* Yes. (Why?) Too cheap's not good, is it? (*Why do you think, it's not good?*) I don't know [LE9]. If you have to pay more then it should be better. It's like my sister went to that big shop in town, on the main street.......next to the centre. (*Trinity?*) Yes, what do you call it? (*Primark?*) Yes. There's lots there but they're all fancy. (*Fashionable?*) They're not for sports but they're cheap [SA10]. Yeah, adidas isn't cheap my dad says. But Nike costs more. My brother says Nike's the best but I like adidas 'cause all the best players wear it [CA10]. I don't know. But Puma's good [LE9]. Suppose so. (*You're not sure?*). Well stuff from clubs, they're expensive. (*Does that matter?*) Well they'll be better won't they? It's good style [SC10]. Mine are expensive. (*Is that important?*) Well they're better quality. (*Better?*) Better styles and quality [JA10]. *(What if your friends wore a particular brand. Would you want to wear the same brand?)* I still wear what I like [EU10]. I wear what I like and that's adidas, yeah [CA10]. I sometimes wear the same as (EU) don't I? Sometimes we don't though. (*When do you wear the same?*) Just sometimes. (*When you're playing sports or when you just play?*) Either time [SA10].

Yeah [SC10]. I wear what my mum tells me to put on in the morning. And after school she tells me what to change to [LE9]. *(So what if none of your friends wore the brand you wear. How would you feel?)* So, I don't care [EU10]. I don't care [CA10 & SA10]. They should wear adidas too [CA10]. Doesn't bother me [JA10]. I'd still wear mine [SC10]. *(What if what you wear is different from everyone else?)* Doesn't bother me [EU10]. Don't care [Rest]. *(Do you mind being different from everyone else?)* No [All]. *(What if the brand was bought at the supermarket?)* No way. They don't sell adidas, do they? [CA10]. I wouldn't want to wear it. It's not too good I think. XX *(names friend)* had shorts on from Tesco and they burst when he went to save the ball…….his face was really read and he ran off the pitch screaming to his dad, Ha, Ha [LE9]. I'd just wear my brands. They're better. *(How better*?) Sort of better……..quality and that [EU10]. Noo, I don't like them. *(Why not*?) They're not for real sports [SA10]. No I wouldn't wear those either. They're not good quality [JA10]. *(What if you saw a good advertisement for another brand. Would you want the other brand?)* No [All]. I don't think so [EU10]. I like adidas. It's got all the football players who put it on [LE9]. I like the one's I have [SA10]. Yeah, not unless it was as good as. (How would you know?) Well after trying it, or somebody else telling me if it's good [JA10]. *(What if people in your school say your brand is not good? How would you feel?)* Nothing. I don't mind because we're all different sometimes, aren't we? [LE9]. I'd say rubbish. Adidas's a good brand [EU10]. Yeah, they wouldn't. *(Why not*?) Because they're good. [CA10]. I don't care. They wouldn't know if they didn't try them. They should try them [JA10]. Yeah, I don't care [SA10]. Anyway, nobodies said that. *(But if they did?)* I don't think they would because I have good brands [SC10].

5. *How do you feel wearing your favourite brand? (Confident/not confident?)* The best. *(why?)* All my friends wear it [EU10]. Adidas is the best. [CA10]. Confident, I think [LE9]. All right [SA10]. Cool [JA10]. Okay [SC10]. *(Fashionable/not fashionable?)* I'm not fashionable, that's for girls [LE9]. They're not fashionable. My sister wears 'fashionable'. [SA10]. Mine are up-to-date and some of my friends at home wear the same [JA10]. *(Happy/not happy?)* I like what I've got so I'm happy all the time [LE9]. *(Part of the crowd/not part of the crowd?)* I like my stuff, my friends wear lots of it too [SC10]. But my pals wear the same as me mostly [SA10]. *(How do you feel your brands compare to other brands? Better than most/not better than others?)* The best [CA10]. Just the same as everybody [SC10]. Same [Rest].

6. *Do you prefer to wear the same brands your friends, family wear? Or do you have your own preferences?*

Sometimes. Sometimes it's useful. (*What do you mean*?) Well it helps to be the same sometimes then your not left out or that. But sometimes if you've got something new and your pals don't have it it's good to be the first, isn't it [LE9]. Sometimes [EU10]. If they wear adidas [CA10]. Yeah, then sometimes when we're playing in a team, because we all have to be the same, except boots. We can wear different boots [SA10]. (*Does it matter if one of you likes one brand and another of you likes a different brand?*) No [All]. Not really [CA10]. (*So does it matter if you wear the same as others?*) Not really [LE 9]. No [SA10 & SC10]. Maybe sometimes [SC10]. They should wear the same as me [CA10]. Sometimes it helps to agree. (*With what or who*?) Well you need to agree on the strip if you're playing in a team, don't you? [JA10].

Scenario:

Okay, now we can look at the comic strip. Here we can see someone just like yourself who is going out to play in the rain. In the first picture his mom has given him a jacket to put on. In the second picture, when his friends see his jacket they say it's rubbish. What would you do if it was you? Go back to the house and leave the jacket? Wear the jacket but feel bad? Wear the jacket and tell your friends off for trying to make you feel bad? Or something else?

What I'd like you to do is draw a picture of what happens next. If you feel you can't draw very well, use string bean men (illustrate) or write what you think will happen.

Hello my name is Grace and I'm from The Robert Gordon University. Firstly I'd like to thank you all for agreeing to take part in this wee discussion about your views on brands of sportswear. Before we look at the brands I've prepared some stickers with your names so I can try to remember who thinks what. As you put the name sticker on perhaps you would like to introduce yourselves too, say your names and your age for the recorder.

I'm X, I'm 10 [OL10]; I'm X, I'm age 11 [PE11]; I'm X, I'm 11 [CA11]; I'm X, I'm 11 [SE11]. I'm X, I'm 11 [GR11]. I'm X, 11 years old [SC11].

1. What brands do you usually wear?
Adidas and Nike [OL10. Me to [PE11]. Lonsdale and Umbro [CA11]. Adidas and Umbro [SE10]. Lonsdale [GR[11]. (*Who buys your sportswear?)* Dad and mum [OL10]. Me and my mum [PE11]. Myself, and my parents [CA11]. Mum, stepdad [SE10]. Mum and dad [GR11]. Me. (*Only you*?) Yeah [SC11]. (*How often do you go out shopping for sportswear?)* At the beginning of the term. (*School?*) Yes [OL10]. Beginning of school term [PE11]. Yes [GR11 & SC11]. Every month [CA11]. Couple of times a month maybe [SE10]. (*Where do you usually go to buy your sportswear?)* Sportsworld and JJB Sport [PE11]. I go into town, sometimes Sportsworld and JJB Sport [[OL10]. Into town and at the beach. (*Boulevard? JJB Sport*?) Yes [CA11]. Yes, into town or JJB sport [SE10]. Sports shops. (*Do you know which ones*?) Yeah, JJB sport and Sportsworld [GR11]. Town [SC11].
(*Who do you go shopping with?)* My mum [PE11]. My parents mostly [OL10]. Mum, granddad and sometimes friends [CA11]. Mum and stepdad [SE10]. Mum and dad, and sometimes my brother comes [GR11]. Mum. (*You said yourself earlier. Who actually decides what to buy and who pays?)* I decide what I want and mum pays [SC11]. (*Do you know what you want before shopping?)* No. I just look and tell mum what I want [SC11]. Usually, like if I need new shorts or that [SE10]. Yes, usually [OL10 & PE11]. Yeah [CA10 & GR11].

2. Do you enjoy shopping for sportswear?
Yes, you get to look at everything [OL10]. Yes. Don't like shopping for clothes though but like shopping for sportswear [PE11]. Yes me too [CA11 & SE10]. Yeah, don't like shopping for clothes [GR11]. Yeah, but don't like clothes or going to Matalan [SC11].

3. How do you find out about what brands of sportswear are out there in the shops?

Advertising and that. (*What advertising*?) On the TV, and my friends. (*How do you find out from your friends?*) They tell me when they, or their big brothers, have got something new [CA11]. Ads on TV too [SE10]. Ads on the TV and in magazines. (*What magazines*?) Football and that [OL10]. I find out about sportswear advertising, TV, newspapers, internet, buts stop. Not family and friends [CA11]. (*On the internet*?) Yes, my mum and my dad buy things from the internet. (*What sort of things*?) Clothes, sports clothes, kettle, CD's, table and chairs, bed………mmm, lots of things [PE11]. Yeah. Bus stops, advertising, TV. From friends, newspaper, internet. My cousins and auntie wears Reebok. My dad buys things from the internet too [GR11]. Dad goes on ebay for stuff, like football, England T-shirts and that [SC11].

4. *I'm going to ask about what influences your choice of brand. Is it any of the following:*
(*The cost (high/low)?* The more the cost the better the things. (*Sports clothes*?) Yes, better quality and that. (*And that?*) Yes, They do the job. (*What job*?) Well they're good when you're playing games and that. (*Do they help your performance*?) Yes. [PE11]. Depends, sometimes my mum has to buy a lot. (Why?) For my sisters and she buys my dad's clothes too [CA11]. You don't have to pay lots for good stuff. You can get stuff on the internet cheaper than in the shops [GR11]. Why spend lots of money on something you can get cheaper on ebay? [SC11]. Don't know. I suppose if it costs more it must be better. Yeah, adidas is good for football [SE10]. No, I would wear mine because they're comfortable. (*Is comfort important to you*?) Yeah, especially if you've got them on all the time [OL10]. (*What if your friends wore a particular brand? Would you want to wear the same brand?*) No, I like to look different [PE11]. I like to be different from all of them. (*Why? How does it make you feel to be different?*) I don't know. Special I guess. Just different, not the same. It's boring being the same all the time [OL10]. I like to be different too [SC11]. Doesn't bother me what they wear [SE10]. I wouldn't want to wear it. (*Not wear what*?) My old brands. (*Why not*?) Don't know [CA11]. I don't care, I like to be different [GR11]. (*So what if none of your friends wore the brand you wear. How would you feel?*) So! I'd still wear adidas and Nike [PE11]. I don't mind [OL10]. If I liked it I'd wear it. (*What? Your own brand or would you change to the brand your friends were wearing*?) My own stuff. [CA11]. Same [SE10]. Don't care [GR11]. Yeah, don't care what they wear [GR11]. Yeah [SC11]. *(What if what you wear is different from everyone else?)* Doesn't bother me [PE11]. I like to be different [SE10]. Mmm, I don't know. Sometimes it's better to be the same, sometimes different. (*When*?) If you're playing sports or going out in a crowd it's better to have the same maybe. (*Why*?) Well then you know the crowd you're with [CA11]. Same [OL10]. Yeah, [GR11 & SC11]. (So do you mind being different from everyone else?) No [All except CA11]. Sometimes it's better to be the same [CA11]. (*What if the*

brand was bought at the supermarket?) Don't know [PE11]. Depends. (On what?) Well if you're in a rush and can't get to the sports shops you can just get shoes or that from a little while [SE10]. Depends if they're good. (*Good?*) Yes, comfortable [OL10]. Well if it's okay [CA11]. Sometimes they're just as good. (*Says who?*) My dad [GR11]. Buy both. (*What do you mean?*) Well if it's cheaper and it's good why not buy both? [SC11]. (*What if you saw a good advertisement for another brand? Would you want the other brand?*) Not really [CA11 & SE10]. I prefer what I've got [SE10]. Buy both if you like them [OL10]. It depends if they're good or not. (*How would you know if they were good?*) I guess my dad or my mum would know [PE11]. Maybe if it's a good brand. (*What do you mean by good?*) Like a brand I know, like adidas or Nike [GR11]. (*What if people in your school say your brand is not good? How would you feel?*) I'd still wear what I've got [CA11]. Me too [PE11]. I don't care [OL10]. I don't care, I know they're good [SE10]. Wouldn't bother me, I know what I've got is good anyway [GR11].

5. How do you feel wearing your favourite brand? (Confident/not confident?)
Extremely confident [PE11]. Very confident [OL10]. Yeah, good [CA11]. Yeah, quite confident and they're really up-to-date 'cause my stepdad likes the latest things and lots of my friends wear adidas too [SE10]. Greeeeat! [GR11]. Okay. (*How okay?*) Well when they're new they're fashionable so it's good. You're different and not the same as everyone else [SC11]. (*Fashionable/not fashionable?*) Very fashionable [OL10]. And they're really up-to-date 'cause my stepdad likes the latest things [SE10]. When they're new they're fashionable so it's good [SC11]. (*Happy/not happy?*) Very happy [OL10]. (*Part of the crowd/not part of the crowd?*) And part of the crowd [OL10]. And lots of my friends wear adidas too [SE10]. (*How do you feel your brands compare to other brands? Better than most/not better than others?*) Okay [CA11]. Just the same/same as/same/Yeah, just the same [Rest].

6. *Do you prefer to wear the same brands your friends, family wear? Or do you have your own preferences?*
Sometimes [OL10 & PE11]. No, well sometimes [CA11]. I don't mind [SE10]. Sometimes. I like Lonsdale because my friends wear it [GR11]. Sometimes but not all the time. It's good when you're sometimes different and other's admire what you're wearing. (*How do you feel then?*) Good [SC11]. (*Does it matter if one of you likes one brand and another of you likes a different brand?*) Not really [SE10]. No [Rest]. (*So does it matter if you wear or don't wear the same as others?*) No [All]. I don't like Londsdale, everyone is wearing that [PE11].

Scenario:

Okay, now we can look at the comic strip. Here we can see someone just like yourself who is going out to play in the rain. In the first picture his mom has given him a jacket to put on. In the second picture, when his friends see his jacket they say it's rubbish. What would you do if it was you? Go back to the house and leave the jacket? Wear the jacket but feel bad? Wear the jacket and tell your friends off for trying to make you feel bad? Or something else?

What I'd like you to do is draw a picture of what happens next. If you feel you can't draw very well, use string bean men (illustrate) or write what you think will happen.

Hello my name is Grace and I'm from The Robert Gordon University. Firstly I'd like to thank you all for agreeing to take part in this wee discussion about your views on brands of sportswear. Before we look at the brands I've prepared some stickers with your names so I can try to remember who thinks what. As you put the name sticker on perhaps you would like to introduce yourselves too, say your names and your age for the recorder.

I'm Sandy, I'm 10 years old [SA10]; I'm Simon, I'm 10 [ST10]; I'm Cain, I'm 11 [CA11]; I'm Jimmy, I'm 10 [JI10]. I'm Olly, I'm 10 [OS10]. I'm Cam, I'm 10 [CA10].

1. What brands do you usually wear?

Reebok [OS10]; Nike most of the time [CA10]. Adidas [ST10 & CA11]. Lonsdale and Reebok [CA10]. Dad brings me things from America. (*Do you know what brands he brings*?) Yes. Animal [ST10]. (*Any others*?) Nike [SA10]. Nike and adidas [JI10]. (*Who buys your sportswear?*) Mum. (*Only mum*?) Yes [CA10]. I get mine from the saddlery shop. (*What for? Horse riding?*) Yes. (*Do you do any other sports*?) Not really. (*Do you know what brands you get from the saddlers?*) Yes. I have Rockfish Riders and Cheeky Ponies stuff. (*And who buys your riding wear*?) My mum and me [ST10]. Mum [JI10]. Yes, my parents [CA11]. I go with my friends too and sometimes my sister [OS10]. (*How often do you go out shopping for sportswear?*) Once a year. (*Only once in the whole year*?) Yes. Before school. (*In summer*?) Yes [ST10]. We go twice a month [JI10]. Twice every two weeks [CA11]. (*So that's every week*?) Usually, yes. When we go to the supermarket we always look at the clothes and sometimes we get things. (*What supermarket*?) Asda. [CA10]. Once a month [SA10]. Once every two months. (*How can you be sure it's every month or two months*?) I think it is [OS10]. We go out and get what we need whenever we need it. (*And how often is that?*) Just sometimes. Like if I need new shoes, then we go for shoes and sometimes get clothes too. [CA10]. (*Where do you usually go to buy your sportswear?*) The saddlery shop [ST10]. John Lewis and sometimes Asda [SA10]. Asda and JJB [CA10]. We go to JJB too sometimes [SA10]. Yes, we go to sports shops, JJB sports and Sportsworld [JI10]. We go to different shops in town too. (*What shops are they?*) Fat Face. I like Fat Face. (*Why?*) It's got good styles and colours [CA11]. (*Who do you go shopping with?*) Mum [All]. Sometimes I go with my brothers [CA10]. And my friends, sometimes my sister [ST10]. Yes, but mainly my parents [JI10]. (*Do you know what you want before shopping?*) Depends. (*On what*?) On what I'm doing. (*What do you mean*?) Well sometimes I need something new because my swimming shorts are too small [CA10]. When we go into town we see what there is then I might get something [JI10]. Yes, we

browse before. (*Where do you browse?*) In town and that [CA11]. I know like roughly what I want to get. Then when I get…..I see what I want there. (*How do you know what you want to buy*?) Sometimes – if my trousers are getting too short, or that [SA10]. Yeah [ST10 & OS10].

2. Do you enjoy shopping for sportswear?
Depends on what for. (What about sportswear?) It's okay [CA10]. I like food shopping [JI10]. I don't like it, it's boring [OS10]. (*What about the rest of you*?) It's okay if you're getting something and it's not just for someone else, or you don't get anything [SA10]. Yes, it's boring if you don't get anything for yourself [ST10]. I like to go shopping if I can go to the games shop too [CA11]. Yeah [All].

3. How do you find out about what brands of sportswear are out there in the shops?
TV (*What do you see on TV*?) Well the sportsmen usually wear the logos. (*What logos*?) Nike and adidas [JI10]. On the street. (*What street? Where on the street*?) Shop windows, but stops, on buses too [SA10]. Yes, shop windows. And in mags. (*What mags*?) Futurama, Horse [ST10]. Yes, comics. On the back pages there's ads [OS10]. On the Internet. (*Where on the Internet*?) On games. You see some brands on games, like XBox 360 games [CA11]. Yeah, all those [CA10].

4. I'm going to ask about what influences your choice of brand. Is it any of the following:
(*The cost (high/low)?*) It doesn't matter as long as they're comfortable [OS10]. Yeah [Rest]. (*What if your friends wore a particular brand. Would you want to wear the same brand?*) I don't care, it's good to stand out sometimes especially if you've got the best. (*What is the best?*) Nike. (*Why is it the best*?) Michael Jordan wears it and it's everywhere [CA10]. If all your friends have got it wear a little like your friends sometimes [SA10]. Or wear it at home, not in front of your friends [CA11]. (*So what if none of your friends wore the brand you wear. How would you feel?*) If I was a bit younger then I'd have to wear what mum says. When you're older you can choose your own to wear [CA11]. I usually tell my mum so I wear what I want. (*What do you tell your mom*?) I tell her if I see my friends wearing something I like. (*And does your mom buy the same as your friends?*) Sometimes [OS10]. Same [Rest]. *(What if what you wear is different from everyone else?)* My mum says I've got to wear what I've got, it doesn't matter what others have got [ST10]. If I really didn't like something, say what my mum bought, I'd say I don't like it. (*What would your mum do then?*) She'd change it if I really didn't like it [JI10]. (*So does it matter if you are different from everyone else?*) No [All].

(*What if the brand was bought at the supermarket?*) Don't mind [CA10]. (*And you all*?)
Don't mind [Rest]. (*What if you saw a good advertisement for another brand. Would you want the other brand?*) Some adverts are good. (*Which ones?*) Like Nike and adidas.
(*Does it make you want to buy the clothes?*) Sometimes, I guess [ST10]. (*What if the advertisement wasn't for Nike or adidas*?) Well I just like what I like [CA10]. Me too, I just wear what I've got [CA11]. Yeah [Rest]. (*What if people in your school say your brand is not good? How would you feel?*) Well we all wear something's the same. So they don't say stuff isn't good [JI10]. Yeah, we wear good brands anyway [CA11].

5. How do you feel wearing your favourite brand? (Confident/not confident?)
Yes [All]. (*Yes what? Confident or not confident*?) Confident [All] (*Fashionable/not fashionable?*) Well all new sportswear is fashionable isn't it? And it's always new [ST10].
It's not exactly fashionable, it's for sports mostly [JI10]. But we don't just wear it for sports.
We wear it to play in too [OS10]. (*Happy/not happy?*) It's okay [CA11]. I like my things so I'm happy [OS10]. Happy [CA10]. (*Part of the crowd/not part of the crowd?*) When you're in a team your part of the crowd [CA10]. (*What about when you're just out playing?*)
We just wear what we want to play with our friends. (*Do you feel you have to wear the same as them to play?*) No [CA11]. (*How do you feel your brands compare to other brands? Better than most/not better than others?*) Same [JI10 & SA10]. Yeah, same [Rest]. When I have things my dad brings from America its good because everybody asks me where I got it.
(*Do you feel those brands are better or the same as other brands?*) They're good, sometimes better. (*Why do you think they're better?*) Because nobody else has them [ST10].

6. Do you prefer to wear the same brands your friends, family wear? Or do you have your own preferences?
I don't mind [JI10]. Sometimes it's good to stand out the best [ST10]. Most of my friends wear Nike or adidas anyway [CA11]. (*Does it matter if one of you likes one brand and another of you likes a different brand?*) No [All]. (*So does it matter if you wear the same as others?*) No [All]. Sometimes like when you're in the team, then we all wear the same [CA10].

Scenario:
*Okay, now we can look at the comic strip. Here we can see someone just like yourself who is going out to play in the rain. In the first picture his mom has given him a jacket to put on.
In the second picture, when his friends see his jacket they say it's rubbish. What would you do if it was you? Go back to the house and leave the jacket? Wear the jacket but feel bad?
Wear the jacket and tell your friends off for trying to make you feel bad? Or something else?*

What I'd like you to do is draw a picture of what happens next. If you feel you can't draw very well, use string bean men (illustrate) or write what you think will happen.

Hello my name is Grace and I'm from The Robert Gordon University. Firstly I'd like to thank you all for agreeing to take part in this wee discussion about your views on brands of sportswear. Before we look at the brands I've prepared some stickers with your names so I can try to remember who thinks what. As you put the name sticker on perhaps you would like to introduce yourselves too, say your names and your age for the recorder.

Mark, I'm 10 [MA10]. Eddy, 10 too [ED10]. My name's Jon and I'm 11 [JO11]. I'm Luke, 11 [LU11]. Dan, 11 [DA11]. Chuck, I'm 11 too [CH11]. I'm Andy, I'm only 10 [AN10]

1. What brands do you usually wear?
Nike [LU10]. Adidas [JO11]. Ferrari. (*Do they do sports clothes*?) Yes, climbing clothes and stuff. (*Climbing?*) No, climate. Trousers and jackets [DA11]. I wear Nike and adidas mostly [ED10]. Yes, Nike and adidas [AN10 & CH11]. Yes, Nike and adidas [MA10]. I wear Ben Sherman too [CH11]. (*Who buys your sportswear?*) My mum and me [MA10]. Dad gets me things. He always brings me back sports clothes from America. (*What brands does he bring back*?) Things like Animal, Nike, adidas [CH11]. It's usually my mum and me [LU11]. Sometimes I get things from my nan [ED10]. Yes, mum and nan [JO11]. Same [DA11 & AN10]. (*How often do you go out shopping for sportswear?*) Once every 4 months. (*How can you be so sure*?) It's always before the school starts after the holidays [CH11]. Yes, usually for school [DA11]. But birthdays and that too. My dad brings things back every time he comes home from America [CH11]. (*What about the rest of you?*) I get new things when I need them. (*When, how often is that*?) Sometimes when we go shopping. (*What type of shopping*?) The supermarket shopping. We sometimes just pick things up. (*From which supermarket*?) Sainsbury's or Asda. Sometimes Tesco if we go to Costco [AN10]. When I need them [JO11]. Yeah [Rest]. (*Where do you usually go to buy your sportswear?*) Sportsworld [DA11]. Yes, Sportsworld and JJB sport [Rest]. (*And supermarkets*?) Sometimes [AN10]. Not all the time [JO11]. (*Who do you go shopping with?*) Mum [MA10]. Mum and dad [LU11 & DA11]. Mum and gran [ED10]. Mostly dad [CH11]. Mum and me [AN10 & JO11]. (*Do you know what you want before shopping?*) Sometimes, yes [AN10]. If I have the money. (*You have the money? Do you buy your own then?*) No, my mum pays [MA10]. Sometimes. I like to be smart, so I wouldn't like to wear George from Asda because to me that's not smart [CH11]. (*Does anyone buy their sportswear at Asda, Tesco or another supermarket?*) Sometimes from Asda [JO11]. Or Sainsbury's. They're okay for just playing [MA10]. Sometimes [Rest].

2. Do you enjoy shopping for sportswear?

No, it's boring [CH11]. Yes, boring [MA10]. (*Why is it boring*?) You just go around all the shops and my mum looks at all the things for her in John Lewis [AN10]. I like it 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 there and play [DA11]. Yes, if we go to Games I don't mind but it's boring just going for clothes [AN10]. Yeah [Rest].

3. How do you find out about what brands of sportswear are out there in the shops?

I see them on TV. (*What do you see*?) Adverts for Nike and adidas [ED10]. Yes, TV [CH11 & JO11]. (*Anywhere else*?) No [Rest]. (*What about in the shops or billboards or magazines*?) Not really [ED10].

4. I'm going to ask about what influences your choice of brand. Is it any of the following:

(*The cost (high/low)?*) Nike and adidas are more expensive. (*Than what*?) Than the others, like supermarkets [CH11]. Lacoste does expensive clothes, not like Lonsdale, that's cheap. (*Does it matter if it's cheaper than others*?) If it's not good it does. (*What do you mean by not good*?) It feels cheap [JO11]. (*So do you think more expensive is better?*) Yes, my mum says it's better to spend more on quality. It lasts longer [MA10]. (*Do you all agree? Does it matter if you don't pay a lot for sportswear?*) No. If you're only wearing them for playing in then why pay lots? [AN10]. (*What if your friends wore a particular brand. Would you want to wear the same brand?*) Not really. I like what I've got [CH11]. No, I don't care. We all wear the same and different anyway [DA11]. Yes, it's no problem what we wear [LU11]. (*So what if none of your friends wore the brand you wear. How would you feel?*) Different. (*How would you feel being different*?) I don't mind. When my dad brings me things back from America I have things nobody else has. (*How does that make you feel*?) Good [CH11]. Sometimes we're the same, sometimes different. It doesn't matter, does it? [ED10]. Yeah, it doesn't matter [MA10]. yeah [Rest]. (*What if what you wear is different from everyone else?*) Same. It doesn't matter [MA10]. But it's good if you've got something nobody else has. Then they want it too [CH11]. (*Is that right? Do you all want something others have that you haven't got?*) I don't want what he has. He's just shows off all the time saying 'my dad got me this, my dad got me that'. I don't care [LU11]. I don't show off [CH11]. (*What if the brand was bought at the supermarket?*) It's okay, especially if it's just to play with [JO11]. Yeah [AN10]. They're okay for some things [MA10]. Yeah, especially if it's just to play with [JO11]. Well they're not comfortable and they don't last long [CH11]. (*What if you saw a good advertisement for another brand. Would you want the other brand?*) No. (*Why not*?) I like what I wear [CH11]. All the adverts are the same

anyway. (*What do you mean*?) They all advertise sportswear we've already got [DA11]. (*So why do you think they bother to advertise?*) To try to get you to buy more [JO11]. (*What do the rest of you think*?) There's lots of ads about. I like some of them. (*Which ones*?) The funny ones, like the gorilla (Cadbury's) [MA10]. Yeah, some are funny. (*And the sportswear ads*?) I like the Reebok one, all the people are playing their sports. You've got football and tennis and basketball and lots more [ED10]. Yeah, they're good. (*So do the ads make you want to buy the brand?*) Not really [LU11]. Yeah, I wouldn't buy it. I like my brands [AN10]. *(What if people in your school say your brand is not good? How would you feel?)* I'd just say I have more than one brand [AN10]. Me too [JO11]. (*But what if they made fun of your brand*?) I'd punch them [ED10]. I'd just tell them to 'get lost' [MA10]. Yeah [Rest].

5. How do you feel wearing your favourite brand? (Confident/not confident?

Yes, good [CH11]. Yes, good, yeah [MA10]. Yes/Yeah [Rest]. (*Fashionable/not fashionable?)* Up-to-date [LU10]. Yes/Yeah [Rest]. I feel fine in my stuff. Up-to-date. [LU11]. (*Happy/not happy?)* Feel good [CH11]. Yeah, good [Rest]. *(Part of the crowd/not part of the crowd?)* Yeah [JO11]. Yeah [Rest]. (*How do you feel your brands compare to other brands? Better than most/not better than others?)* Good [CH11]. Yeah, good [MA10]. Good and same. (*Is it important to feel the same*?) Doesn't really matter [JO11]. Yeah/Good [Rest].

6. Do you prefer to wear the same brands your friends, family wear? Or do you have your own preferences?

Sometimes. But sometimes it's okay to be different [LU11]. (*Do you like to be different sometimes?*) Yes. When you get something new that nobody else has, it's good when they want it too [CH11]. If you're playing in a team then you have to. Don't you? [MA10]. Yeah [ED10]. (*Does it matter if one of you likes one brand and another of you likes a different brand?*) No [All]. We all have different and sometimes the same ideas, so it's okay [CH11]. (*So does it matter if you wear the same as others?)*
No [All].

Scenario:

Okay, now we can look at the comic strip. Here we can see someone just like yourself who is going out to play in the rain. In the first picture his mom has given him a jacket to put on. In the second picture, when his friends see his jacket they say it's rubbish. What would you

do if it was you? Go back to the house and leave the jacket? Wear the jacket but feel bad? Wear the jacket and tell your friends off for trying to make you feel bad? Or something else?

What I'd like you to do is draw a picture of what happens next. If you feel you can't draw very well, use string bean men (illustrate) or write what you think will happen.

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I'm Frank, I'm 8 [FR8]; I'm Kenny, I'm 9 [KY9]; I'm Reid, I'm 9 [RE9]; I'm Benny, I'm 8 [BE8].

1.   *What brands do you usually wear?*
I like Nike best [FR8]. I like Nike too but I prefer Adidas [KY9]. Nike's my favourite. I've got Nike Air [RE9]. I prefer Adidas [BE8]. (*Why do you prefer those brands?*) (*What does that mean?*) (*Who buys your sportswear?*) (*When do you buy your own sportswear*?) (*How often do you go out shopping for sportswear?*) We go out to get new trainers and football boots.......em, before school starts [RE9]. Yeah [KY9]. Yeah, I need jacket and a kit every time [RE9]. (*What do you mean 'every time'?*) The manager tells us what we need and we get it [RE9]. We go out every now and then [BE8]. (*When is that*?) Just to buy sports gear already got for new sports. I've started in the swimming team and I need new swim things……goggles, and a thing for your nose [BE8]. (*What thing for your nose?*) A nose clip [RE9]. Yes, a nose clip to keep the water out [BE8]. I have these with studs on bottom of these shoes (identifies what wearing – Nike Ariators [RE9]. They come off and they get put back on for the games. (*Where do you usually go to buy your sportswear?*) Trinty centre [RE9]. Town [BE8]. (*What shops do you go into in town?*) JJB sport and that [FR8]. Mine came from America........grandma brought them back from holiday [RE9]. (*Who do you go shopping with?*) Mum, dad. (*Who mainly?*) Mum mainly [FR8]. Nana [RE9]. Dad [BE8]. Dad [KY9]. *(Do you know what you want before shopping?)* I see what there is [FR8]. (*How do you find out what's there?*) Go to shops and look [FR8]. I see ads in magazines. (*What magazines*?) Football mags [FR8]. My Nike are falling to pieces and there just bought [BE8] (*Oh, dear why do you think that is*?) 'Cause I wear them all the time [BE8]. (*Does it bother you that they are 'falling to pieces'? Would you prefer new shoes?*) Not really. It's okay. They're comfortable and I'll get a new pair for my Christmas [BE8]. R – yes, usually Adidas and Nike but I just wear old shoes until needing new shoes.

2. Do you enjoy shopping for sportswear?

Yes. [All]. (*Why?*) It's exciting if you know you're getting something new [KY9]. Yeah, sometimes if I can take my friend my mum takes us to Pizza Hut too for pizza [FR8].

3.   *How do you find out about what brands of sportswear are out there in the shops?*
Football kit logos [RE09]. (*How do you know they are brands*?) Got names on them [KY 9]. (*Anywhere else?*) Don't know [BE8]. Yeah, in magazines and in shops [KY9] (*What magazines?*) Top gear, football, stuff on back about football stuff.........Simpsons mag [KY9].

4. I'm going to ask about what influences your choice of brand. Is it any of the following:
(*The cost (high/low)?*) I don't care, if I like it I wear it anyway [BE8]. But it's better if it's not cheap. I don't want to wear cheap [KY9]. Puma's not cheap. (*How do you know*?) these shoes (points to shoes) cost lots. (*Do you know how much*?) Over £60 I think? [RE9]. I just wear what I like [FR8]. (*Does that make them better than the others?*) Yes [BE8]. (*Why? What do you mean by better?*) Better quality [BE8]. (*What do you mean?*) Cheap falls to bits [KY9]. (*What if your friends wore a particular brand. Would you want to wear the same brand?*) I don't care, I just wear what I like [BE8]. Well sometimes it's better to wear the same as your friends. (Why?) So they don't slag you off [KY9]. (*So what if none of your friends wore the brand you wear. How would you feel?*) So? [BE8]. But sometimes it's better especially if you're in the same team [KY9]. I don't mind [RE9]. Well they wear the same as me so all my friends wear Nike. (*Where?*) When we go to play. (*How many friends wear Nike?*) Me and XX and XX and XX [FR8]. (*What if what you wear is different from everyone else?*) I'd still wear what I wear. They can copy me [BE8]. Well you don't play in our team. It's better to be the same. (*What if you're just playing outside?*) Well that's different, you can just wear what's there then [KY9]. I don't mind [RE9]. (*Even when not playing sports games, if you are just out playing?*) I'm not. We all wear the same when we go out to play [FR8]. (*So do you mind being different from everyone else?*) No [BE8; FR8]. Not really [RE9]. No, not really, except in the team [KY9]. (*What if you saw a good advertisement for another brand. Would you want the other brand?*) So? [BE8]. So, I just wear what's there in my room [KY10]. But I might not like the other one. So I'd just wear what I've got [RE9]. I would still wear Nike [FR8]. (*What if people in your school say your brand is not good?*) So what do they know? [BE8]. So? Yeah, they don't know [KY9]. I'd just wear the same. (*Same as what*?)   Same as I always wear [RE9]. Nobody says that. (*But what if they did*?) Well I wouldn't care [FR8].

5. How do you feel wearing your favourite brand? (Confident/not confident?) Well not really confident I don't think? [BE8]. All right, fine [KY9]. I sometimes don't like it. (*It?*) What I'm wearing. (Why?) Because my mum makes me wear it even if it's got a hole until I get new things [RE9]. Okay, but not too confident or that [FR8]. (*Fashionable/not fashionable?*) And sports clothes aren't fashion. Are they? [BE8]. (*Happy/not happy?*) I like what I've got. I don't care what they're wearing [BE8]. (*Part of the crowd/not part of the crowd?*) But I've got friends who wear the same as me, so we're the same [FR8]. (*How do you feel your brands compare to other brands? Better than most/not better than others?*) My adidas are good. Maybe some are better. But I like these [BE8]. Same [KY9]. Okay, same [RE9]. Good, better [RE8].

6. *Do you prefer to wear the same brands your friends, family wear? Or do you have your own preferences?*

Sometimes, like if we're playing in the same team [BE8]. Yeah, Then we're a team [KY09]. No. Just sometimes maybe. (*When*?) Well KY and BE got new Nike trainers and I asked my mom for a pair, she said I have to wait 'til summer [RE9]. Yeah [FR8]. (*Does it matter if one of you likes one brand and another of you likes a different brand?*) Yeah. (*Why?*) 'Cause if he likes say Reebok and I like say adidas then we wouldn't play in the same team maybe [BE8]. Yeah, Well if we need to play in the same team we need to wear the same. But if he likes say Nike then he's maybe into basketball, but I prefer football so I wear adidas [KY9]. Well, sometimes you want to have the same as your mates [RE9]. My friends and me like the same. (*But what if one was different*?) Well I wouldn't care [FR8]. *So does it matter if you wear the same as others?* No [KY9; FR8]. Doesn't matter to me [BE10]. Sometimes, if they've got really good stuff that's new [RE9].

Scenario:

Okay, now we can look at the comic strip. Here we can see someone just like yourself who is going out to play in the rain. In the first picture his mom has given him a jacket to put on. In the second picture, when his friends see his jacket they say it's rubbish. What would you do if it was you? Go back to the house and leave the jacket? Wear the jacket but feel bad? Wear the jacket and tell your friends off for trying to make you feel bad? Or something else?

What I'd like you to do is draw a picture of what happens next. If you feel you can't draw very well, use string bean men (illustrate) or write what you think will happen.

Hello my name is Grace and I'm from The Robert Gordon University. Firstly I'd like to thank you all for agreeing to take part in this wee discussion about your views on brands of sportswear. Before we look at the brands I've prepared some stickers with your names so I can try to remember who thinks what. As you put the name sticker on perhaps you would like to introduce yourselves too, say your names and your age for the recorder.

I'm Craig, I'm 11 [CR11]; I'm Jade, I'm 10 [JO10]; I'm Steve, I'm 11 [ST11]; I'm Abe, I'm 11 [AD11]; I'm Sam, I'm 10 [ST10].

1. What brands do you usually wear?
Mostly I usually wear Puma and Ellesse [ST11]. I prefer adidas active [CR11]. Yeah, me too [JO10]. Yeah [AD11 & ST10]. (*Why do you prefer those brands?)* The colours are better and they've got good styles [ST11]. They're active [CR11]. (*What does that mean?*) You always see sports people wearing them when they're playing their sports and that [CR11]. Yeah, they're good [JO10]. They're really comfortable and they've got good colours too [AD11]. Yeah, good colours [ST10]. (*Who buys your sportswear?*) My mum or dad, but sometimes me. (*When do you buy your own sportswear*?) When I go out with my friends sometimes. Sometimes I go with my brothers [ST11]. My mum usually [CR11]. Me too [JO10; AD11 & ST10]. My nan sometimes buys me things [JO10]. *(How often do you go out shopping for sportswear?)* Not all the time [JO10]. Sometimes at weekends if there's no football, or if we're going to the pictures or bowling [ST11]. Yeah, at the weekends sometimes [AD11]. (*So not every week?*) No, just when I need things [ST10]. (*Where do you usually go to buy your sportswear?*) Into town, Union Street and Berryden [ST11]. Yeah [All]. (*What shops do you go into?*) Next and John Lewis. (*For sportswear*?) No, we go to JJB sport and Sportsworld for that. There's a JJB in the St.Nicholas Centre too [ST11]. (*Who do you go shopping with?*) My dad or my nan [JO10]. I go with my mum and dad and my brothers [ST11]. Yeah, mum and dad [CR11 & ST10]. And sometimes my friends. But no always [ST11]. (*Does anyone else go shopping with friends?*) No, not really [Rest]. (*Do you know what you want before shopping?*) Usually. (How?) My mum says 'we better go get you some new trainers those ones are falling to bits' [CR11]. Yeah [Rest]. Yeah, but sometimes, if I'm with my friends I see something and buy it. (*Where do you get the money*?) It's my money. I get pocket money and my nan gives me money too [ST11].

2. Do you enjoy shopping for sportswear?

It's okay [CR11 & ST11]. No, it's boring [JO10]. Yeah, it's boring unless you're getting something you want like a game or something [AD11].

3. How do you find out about what brands of sportswear are out there in the shops?

You see what everybody wears. (*Where?*) In school and that [JO10]. Yeah, and there are adverts (*Where do you see the adverts*?) In the bus stops and in the shops [ST11]. (*Anywhere else?*) On the TV and in magazines. (*What magazines*?) Football magazines [AD11].

4. I'm going to ask about what influences your choice of brand. Is it any of the following: (*The cost (high/low)?*) Pumas and Ellesse costs more than the others [ST11]. (*Does that make them better than the others?*) Well, I think so, there's better colours and styles. There's more. [ST11]. (*Why?*) Well the more you pay the better you get [ST11]. (*What do you mean by better?*) Better quality. If they're dearer they're better [CR11]. Yeah. But adidas is used by lots of sportspeople [JO10].   Well if they're too dear my mum wouldn't buy them, they're a waste of money 'cause you only wear them for a little while [AD11]. (*What do you mean?*) You grow too fast [AD11]. Yeah [ST10]. *(What if your friends wore a particular brand. Would you want to wear the same brand?)* Well I wear what I like [ST11]. I'd still wear what I like too [AD11]. Yeah, all my friends wear adidas [CR11]. Yeah [JO10 & ST10]. (*So what if none of your friends wore the brand you wear. How would you feel?*) My brothers wear the same as me. (*How old are your brothers?)* 14 and 17. (*Do they buy their own clothes?)* XX (14) doesn't, he comes with me and mum or dad. XX (17) buys his own. Sometimes XX (14) and me go with him to the shops. Usually XX (17) goes out with his friends and comes back with things. Sometimes we go out with him when we have to [ST11]. (*What about the rest of you? – repeat question*.) Well, I wouldn't want to wear what my friends didn't wear. (*Why not*?) You'd be the odd on out then, wouldn't you. (*Does that matter*?) Well, not really I suppose [CR11]. I don't mind what they wear. Some of my friends wear Nike or that but I just wear adidas [JO10]. I don't care what they do [AD11]. Me too [ST10]. (*What if what you wear is different from everyone else?*) I still wear what I've got [ST11]. We're a team so we wear the same. (*Even when not playing sports games, if you are just out playing?*) Yeah, we wear the same things whatever. We don't have different clothes for playing. Then you'd need lots and lots [CR11]. Yeah, I'd still wear mine [JO10]. Me too [AD11 & ST10]. (*So do you mind being different from everyone else?*) No [All]. Except when you're playing in the team you should all wear the same. Shouldn't you? [AD11]. *(What if the brand was bought at the supermarket?)* I wouldn't wear it. (*Why not*?) They're not good. My mom says they don't

last long or look good after washing [ST11]. I wouldn't wear them, they're boring. (*What do you mean*?) They're what kids wear [CR11]. I don't care, you just get to playing. It doesn't matter then [JO10]. Yeah, I'd wear it. Why not? It's still just for sports and that [AD11]. No, I wouldn't. (*Why not?*) Just because [ST11]. (*What if you saw a good advertisement for another brand. Would you want the other brand?*) Mmm, I don't know [ST11]. Well I would still wear my brands because they're in my drawers [CR11]. (*And you*?) Not really. Unless it was something really, really good like say Nadal was wearing it [AD11]. No [JO10]. Same [ST10]. (*What if people in your school say your brand is not good?*) I'd still wear mine [ST11]. I'd still wear what I like [CR11]. I don't care, I know it is (good) [JO10]. I don't care either [AD11]. Me too [ST10].

5. *How do you feel wearing your favourite brand? (Confident/not confident?)* Yeah, I don't care what anybody thinks, Puma and Ellesse are really good [ST11]. I like mine. They're not trendy or that but you don't need to be trendy when you're playing with your friends or that [CR11]. I feel good [JO10]. Really fine. Adidas's the best anyway [AD11]. Yes, I'm happy, and I think confident. I do what I like [ST10]. (*Fashionable/not fashionable?*) Puma and Ellesse are fashionable. They're up-to-the-minute. (*Says who*?) My mum [ST11]. They're fancy. Adidas are for sports [AD11]. Yeah, they're not trendy just good [JO10]. (*Happy/not happy?*) Well, I'm happy with mine [ST11]. Yeah, us too [AD11] for all. (*Part of the crowd/not part of the crowd?*) Yeah [All except ST11]. You don't want to be the same as everybody all the time [ST11]. (*How do you feel your brands compare to other brands? Better than most/not better than others?*) My brands are good quality [ST11]. Yeah, I'm confident because my brands are good quality, there's always good colours. I like them a lot. I don't care if I'm the same but I don't care if I have something my friends don't have either. My brands are really good – better than others [ST11]. Well mine are okay too [CR11]. The best [AD11]. Same [JO10 & ST10].

6. *Do you prefer to wear the same brands your friends, family wear? Or do you have your own preferences?*
Sometimes. Like if we're playing in the same team. (*What about when you go out to play*?) No I don't care [ST11]. Yeah, sometimes [CR11, JO10 & ST10]. Yeah, when you're in a team [AD11]. (*Does it matter if one of you likes one brand and another of you likes a different brand?*) No [All]. (*So does it matter if you wear the same as others?*) No [All]. I don't do what others do all the time only if we're playing in the team [AD11].

Scenario:

Okay, now we can look at the comic strip. Here we can see someone just like yourself who is going out to play in the rain. In the first picture his mom has given him a jacket to put on. In the second picture, when his friends see his jacket they say it's rubbish. What would you do if it was you? Go back to the house and leave the jacket? Wear the jacket but feel bad? Wear the jacket and tell your friends off for trying to make you feel bad? Or something else?

What I'd like you to do is draw a picture of what happens next. If you feel you can't draw very well, use string bean men (illustrate) or write what you think will happen.

Hello my name is Grace and I'm from The Robert Gordon University. Firstly I'd like to thank you all for agreeing to take part in this wee discussion about your views on brands of sportswear. Before we look at the brands I've prepared some stickers with your names so I can try to remember who thinks what. As you put the name sticker on perhaps you would like to introduce yourselves too, say your names and your age for the recorder.

Charlie, I'm 9 [CA9]. Arty, 8 years old [AR8]. Andy, I'm 8 too [AN8]. My names Alastair too (*Well I'll have to ask for your second name*) X, I'm 9 [AC9]. I'm Sam, 8 [SA8].

1. What brands do you usually wear?
Surfhead [CA9]. Nike and Le Coq Sportif [AR 8]. Nike and adidas [AN8]. Me too [AC09]. Nike……. Sometimes [SA8]. (*Who buys your sportswear?*) Mum. (*Only mum*?) Yes [CA9]. I get mine from the saddlery shop. (*What for? Horse riding?*) Yes. (*Do you do any other sports*?) Not really. (*Do you know what brands you get from the saddlers?*) Yes. I have Rockfish Riders and Cheeky Ponies stuff. (*And who buys your riding wear*?) My mum and me [SA8]. Mum [AC9]. Yes, my parents [CA9]. I go with my friends too and sometimes my sister [AN8]. (*How often do you go out shopping for sportswear?*)
Once a year. (*Only once in the whole year*?) Yes. Before school. (*In summer*?) Yes [SA8]. We go twice a month [AN8]. Twice every two weeks [AC9]. (*So that's every week*?) Usually, yes. When we go to the supermarket we always look at the clothes and sometimes we get things. (*What supermarket*?) Asda. [AC9]. Once a month [SA8]. Once every two months. (*How can you be sure it's every month or two months*?) I think it is [AR8]. We go out and get what we need whenever we need it. (*And how often is that?*) Just sometimes. Like if I need new shoes, then we go for shoes and sometimes get clothes too. [AC9]. (*Where do you usually go to buy your sportswear?*) The saddlery shop [SA8]. John Lewis and sometimes Asda [SA8]. Asda and JJB [AC9]. We go to JJB too sometimes [SA8]. Yes, we go to sports shops, JJB sports and Sportsworld [AN8]. We go to different shops in town too. (*What shops are they*?) Fat Face. I like Fat Face. (*Why*?) It's got good styles and colours [AC9]. (*Who do you go shopping with?*) Mom [All]. Sometimes I go with my brothers [AC9]. And my friends, sometimes my sister [SA8]. Yes, but mainly my parents [AN8]. (*Do you know what you want before shopping?*) Depends. (*On what*?) On what I'm doing. (*What do you mean*?) Well sometimes I need something new because my swimming shorts are too small [AC9]. When we go into town we see what there is then I might get something [AN8]. Yes, we browse before. (*Where do you browse?*) In town and that [AC9]. I know like roughly what I want to get. Then when I get…..I see what I want

there. (*How do you know what you want to buy*?) Sometimes – if my trousers are getting too short, or that [SA8]. Yeah [CA9 & AR8].

2. Do you enjoy shopping for sportswear?
Depends on what for. (*What about sportswear?*) It's okay [CA9]. I like food shopping [AN8]. I don't like it, it's boring [AR8]. (*What about the rest of you*?) It's okay if you're getting something and it's not just for someone else, or you don't get anything [SA8]. Yes, it's boring if you don't get anything for yourself. I like to go shopping if I can go to the games shop too [CA9]. Yeah [All].

3.How do you find out about what brands of sportswear are out there in the shops?
TV (*What do you see on TV*?) Well the sportsmen usually wear the logos. (*What logos*?) Nike and adidas [AN8]. On the street. (*What street? Where on the street*?) Shop windows, bus stops, on buses too [SA8]. Yes, shop windows. And in mags. (*What mags*?) Futurama, Horse [SA8]. Yes, comics. On the back pages there's ads [AR8]. On the Internet. (*Where on the Internet*?) On games. You see some brands on games, like XBox 360 games [AC9]. Yeah, all those [CA9].

4. I'm going to ask about what influences your choice of brand. Is it any of the following:
(The cost (high/low)?) It doesn't matter as long as they're comfortable [AR8]. Yeah [Rest]. (*What if your friends wore a particular brand. Would you want to wear the same brand?*) I don't care, it's good to stand out sometimes especially if you've got the best. (*What is the best?*) Nike. (*Why is it the best*?) Michael Jordan wears it and it's everywhere [CA9]. If all your friends have got it wear a little like your friends sometimes [SA8]. Or wear it at home, not in front of your friends [AC9]. (*So what if none of your friends wore the brand you wear. How would you feel?*) If I was a bit younger then I'd have to wear what mum says. When you're older you can choose your own to wear [CA9]. I usually tell my mum so I wear what I want. (*What do you tell your mum*?) I tell her if I see my friends wearing something I like. (*And does your mum buy the same as your friends?*) Sometimes [AR8]. Same [Rest]. (*What if what you wear is different from everyone else?*) My mum says I've got to wear what I've got, it doesn't matter what others have got [SA8]. If I really didn't like something, say what my mum bought, I'd say I don't like it. (*What would your mum do then?*) She'd change it if I really didn't like it [AN8]. (*So does it matter if you are different from everyone else?*) No [All]. (*What if the brand was bought at the supermarket?*) Don't mind [CA9]. (*And you all*?) Don't mind [Rest]. (*What if you saw a good advertisement for another brand. Would you want the other brand?*)

Some adverts are good. (*Which ones?*) Like Nike and adidas. (*Does it make you want to buy the clothes?*) Sometimes, I guess [SA8]. (*What if the advertisement wasn't for Nike or adidas*?) Well I just like what I like [CA9]. Me too, I just wear what I've got [AC9]. Yeah [Rest]. (*What if people in your school say your brand is not good? How would you feel?*) Well we all wear something's the same. So they don't say stuff isn't good [AN8]. Yeah, we wear good brands anyway [CA9].

5. How do you feel wearing your favourite brand? (Confident/not confident?)
Yes [All]. (*Yes what? Confident or not confident*?) Confident [All] *(Fashionable/not fashionable?*) Well all new sportswear is fashionable isn't it? And it's always new [SA8]. It's not exactly fashionable, it's for sports mostly [AN8]. But we don't just wear it for sports. We wear it to play in too [CA9]. (*Happy/not happy?*) It's okay [AC9]. I like my things so I'm happy [AR8]. Happy [CA9]. (*Part of the crowd/not part of the crowd?*) When you're in a team your part of the crowd [CA9]. (*What about when you're just out playing?*) We just wear what we want to play with our friends. (*Do you feel you have to wear the same as them to play?*) No [AC9]. *How do you feel your brands compare to other brands? Better than most/not better than others?* Same [AN8 & SA8]. Yeah, same [Rest]. When I have things my dad brings from America its good because everybody asks me where I got it. (*Do you feel those brands are better or the same as other brands?*) They're good, sometimes better. (*Why do you think they're better?*) Because nobody else has them [SA8].

6. Do you prefer to wear the same brands your friends, family wear? Or do you you're your own preferences?
I wear what I've got [CA9]. (*Does it matter if one of you likes one brand and another of you likes a different brand?*) No [All]. (*Do you like to wear the same brands your friends wear?*) I don't mind [AN8]. Sometimes it's good to stand out the best [SA8]. Most of my friends wear Nike or adidas anyway [CA9]. (*So does it matter if you wear the same as others?*)
No [All]. Sometimes like when you're in the team, then we all wear the same [AC9].

Scenario:
Okay, now we can look at the comic strip. Here we can see someone just like yourself who is going out to play in the rain. In the first picture his mom has given him a jacket to put on. In the second picture, when his friends see his jacket they say it's rubbish. What would you do if it was you? Go back to the house and leave the jacket? Wear the jacket but feel bad? Wear the jacket and tell your friends off for trying to make you feel bad? Or something else?

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Hi I'm Amon, I'm 11 [AR11]. I'm Toby, 11 [TO11]. Isaac, 10 [IA10]. I'm Samuel, I'm 10 too [SE10]. I'm Ethan, I'm 11 [EU11].

1. What brands do you usually wear?

I wear Animal, Le Coq Sportif and Puma. But I wear mostly adidas and Nike [AR11]. Me too [TO11]. I prefer Fred Perry and Nike, but I sometimes wear others. (*What others*?) Le Coq Sportif and eh, Quicksilver [IA10]. Animal and Puma are my favourites but I like adidas too [SE10]. My mum gets me and my brother adidas and Nike and sometimes a few others. (*Like what*?) Well, Animal and that too………the same as everyone else [EU11]. I like O'Neil and Animal too [IA10]. What about Saltrock……….they're cool. (*Who are the*y?)They make really cool, new stuff. (*Fashionable*?) Not really but good for the beach [EU11]. (*Who buys your sportswear?*) (*EU – your mom gets your sportswear*?) Yes. (*Anyone else*?) Yes, sometimes I go with my dad or granddad to get things. (*And who chooses what you get*?) My mum or me usually [EU10]. We go with my dad all the time. (*Who's we?*) Me and my brother, he's 9 [AR11]. My mum gets our clothes and that from the catalogue. (*What catalogues*?) Cotton Traders and that. (*And do you get the brands you like from the catalogue*?) Yes, they have all the ones I like and I tell my mum what I want and she just orders it [TO11]. We go to the shops. (*What shops?*) JJB and John Lewis and mmm, oh yes, Fat Face. Oh, sometimes we go to Marks and Spencers but they're boring, they're for little kids [IA10]. (*How often do you go out shopping for sportswear?*) Just sometimes. (*Can you think of how often that sometimes is*?) Well when I need something or before school starts again [IA10]. Yes, I get lots of new things before I go back to school in summer and I get some for Christmas too [SE10]. We go lots. (*How often is that*?) Every week or two weeks. We go after football because my mom wants to clean the house so we go into town [AR11]. My mum just goes to the catalogue whenever I need something like if I've grown out of it or my rugby shirts are ripped [TO11]. (*Where do you usually go to buy your sportswear?*) [See above]. *Who do you go shopping with?* Mostly mum [IA10]. Mostly my mum buys what I need from the catalogue [TO11]. (*Do you know what you want before shopping?*) Usually, yes [AR11]. Sometimes, but sometimes we just see things and

mum says 'that'll do for swimming or something, like tennis or that [IA10]. Yes, if I need something we go to get it [SE10]. I see what I want before I buy it from the catalogue [TO11]. Sometimes my mum just brings stuff in. (*Do you like what she brings in*?) yes, it's okay, it's usually what I like anyway [EU11].

2. Do you enjoy shopping for sportswear?
I kind of like it but I prefer shopping from catalogues. (*Why*?) It doesn't take ages to get what you want. (*But you have to wait for the order to be delivered, don't you*?) Yes, but it's quick and you don't have to wait in queues or waste time going to see what's in the shops [TO11]. It depends on the shop. I like JJB sport but don't like Matalan or Asda……..they're boring [AR11]. I don't like shopping, it's really boring. When we go to the shops my mum takes too long in them [IA10]. It's okay if you can go to the games shops too [EU11]. Yeah [SE10]. Yeah [All agree].

3. How do you find out about what brands of sportswear are out there in the shops?
Ask people at school where they got they're stuff. (What stuff?) Football boots and that [AR11]. I see from catalogues mainly [TO11]. You see what others have got but then you see in town too. You see more in the shops [IA10]. Yeah, in shops [EU11].

4. I'm going to ask about what influences your choice of brand. Is it any of the following:
(*The cost (high/low)?*) If it got too expensive then I would stop wearing it [AR11]. Mine are. Catalogues are more expensive than the shops. (*Says who*?) My mum [TO11]. I don't care as long as it's comfortable and good [IA10]. Yeah [Rest]. But if it's cheap it's rubbish. (*How do you know?*) My mum says clothes from supermarkets are not good. They don't last long because they're cheap [EU11]. (*What if your friends wore a particular brand. Would you want to wear the same brand?*) I would still wear my brands [TO11]. Yes, mine are good brands so I'd wear my own [IA10]. Well, it depends doesn't if. Like if (IA) had a new Fat Face T-shirt I might like it 'cause they're cool. (*What's cool about them*?) On the front. They're designs and that, pictures. They're really good [SE10]. (*So what if none of your friends wore the brand you wear. How would you feel?*) I'd still wear what I like. I wouldn't stop wearing my favourite brands. (*Why not*?) I'd still like to be stylish [AR11]. (*Everyone laughs*) I'd still wear mine [TO11]. Yeah, I don't care. My brands are good quality and they're comfortable [IA10]. Yeah [SE10 & EU11]. (*What if what you wear is different from everyone else?*) So? I don't care. I like to be 'unique'. (What do you mean?) Different. It's boring if everyone is the same [TO11]. Yeah, boring [AR11]. Yes, I don't care if they're different from me 'cause sometimes we're the same, sometimes different, it's normal [IA10]. (*What if the brand was bought at the supermarket?*) No, people make fun

of you if they know its from say Asda. (*How do you know*?) A primary 3 boy wore Asda shoes for PE and they kept slagging him [TO11]. They're not good quality, they don't last well. (*How do you know*?) My mum says they're a waste of money [IA10]. Yeah, I wouldn't wear them either [AR11]. (*What if you saw a good advertisement for another brand. Would you want the other brand?)* I'd still wear my brands. It depends on what you need it for doesn't it? (*What do you mean*?) Well if you need it for tennis you'd wear tennis gear. (*Wouldn't any brand do*?) No, it's got to be whites. (*Don't all sportswear brands do whites*?) Maybe, but Fred Perry's the best they've been doing tennis gear for ages. (*Who says they're the best*?) My dad [AR11]. Well come adverts are really good. Did you see the gorilla one……..that was funny wasn't it? (*Can you think of any sportswear ads*?) Yeah, the advert for Levi's is good but they're not sports [TO11]. I like the Reebok ads. They've got lots of sportspeople in them [IA10]. Yeah, they're good [SE10]. (*What if people in your school say your brand is not good? How would you feel?)* Well, if everyone didn't like them I'd ask why. (*And if they said your brands were not good what would you do*?) Well I might change to another brand if mine were really bad [AR11]. Mm, I might stop wearing the brand then. (*Why?)* Because they might think they're cheap like Asda's or Matalan's [TO11]. Well, they wouldn't say that to me and if they did I wouldn't believe them. (*Why not?)* Because my brands are good quality and they cost more than some others anyway [IA10]. Yeah [SE10& EU11].

5. How do you feel wearing your favourite brand? (Confident/not confident?)
They're very, very good [IA10]. Yes, I like what I wear, they're good [TO11]. Yeah [Rest]. (*Fashionable/not fashionable?)* Sports things aren't fashionable [AR11]. Yeah, they're just for sports [IA10]. (*So do you only get your sportswear for sports? Do you wear them anywhere else*?)   Well I do Karate and you don't wear them outside the Dojo [IA10]. Yeah, same with rugby [TO11]. (*But do you wear trainers, sports tops or trousers to just play or hang about*?) Well, yes, but they're just any old things [AR11]. (*Happy/not happy?)* Nice. (*Nice?)* Yes. (*What do you mean by nice? Pretty nice? Fashionable nice?)* Good, nice [IA10]. Yeah, I like my things…….they're really good [TO11]. Yeah [Rest]. (*Part of the crowd/not part of the crowd?)* Well, when we do karate we all wear the same [IA10]. (*What about when you go out to play or to the cinema or into town? Do you wear the same as your friends*?) Sometimes we're the same sometimes different. Like I wouldn't wear the same as my brother's wearing [AR11]. Yeah, you only wear all the same when you playing football or that [EU11]. (*How do you feel your brands compare to other brands? Better than most/not better than others?)* They're very, very, very good [IA10]. Yes, we all wear good ones, Nike, Animal, Surfhead and that [AR110]. Yeah [Rest].

6. *Do you prefer to wear the same brands your friends, family wear? Or do you have your own preferences?*

It doesn't bother me [TO11]. Depends. (*On what*?) On what I'm wearing them for. (*What do you mean*?) Well if you're wearing them for sports or just playing or going out on your bikes or that [AR11]. Yes, I don't mind 'cause [TO] and me sometimes have the same sweatshirts or trainers. We had the same hiking boots last time, didn't we? (*Turns to TO*) [IA10]. (*Does it matter if one of you likes one brand and another of you likes a different brand?*) NO [All]. (*So does it matter if you wear the same as others?*) No [All].

Scenario:

Okay, now we can look at the comic strip. Here we can see someone just like yourself who is going out to play in the rain. In the first picture his mom has given him a jacket to put on. In the second picture, when his friends see his jacket they say it's rubbish. What would you do if it was you? Go back to the house and leave the jacket? Wear the jacket but feel bad? Wear the jacket and tell your friends off for trying to make you feel bad? Or something else?

What I'd like you to do is draw a picture of what happens next. If you feel you can't draw very well, use string bean men (illustrate) or write what you think will happen.

Hello my name is Grace and I'm from The Robert Gordon University. Firstly I'd like to thank you all for agreeing to take part in this wee discussion about your views on brands of sportswear. Before we look at the brands I've prepared some stickers with your names so I can try to remember who thinks what. As you put the name sticker on perhaps you would like to introduce yourselves too, say your names and your age for the recorder.

Kim, 10 [KE10]; Les, 10 [LE10]; I'm Ray, I'm 11 [RJ11]; I'm Lorne too, I'm 10 [LN10]. I'm Mickey, I'm 10 [MK10]. I'm Liam, age 10 [LI10].

1. What brands do you usually wear?

Nike [KE10; LI10; LN10]. I wear Nike and Patrick [LE10]. Nike and Reebok [MK10]. I wear Lacoste, Fred Perry, Nike and adidas [RJ11]. (*Who buys your sportswear?*) I buy it myself. Sometimes my mum buys it, but sometimes my dad [RJ11]. Usually it's my dad. He takes me out on Saturdays [LE10]. My mum takes me [LN10]. Yeah, my mum too [LI10]. I'm not sure [KE10]. (*Why not?*) Well we don't go out for sports clothes. (*How do you get your clothes then?*) My mum just brings them in [KE10]. (*How often do you go out shopping for sportswear?*) Every month about [RJ11]. Yeah, about every month [LE10]. Every week I go into town with my dad, sometimes mom too [MK10]. We just go when it's for the holidays. When we needs something for playing in or that. (*Who are we*?) Me and my brother and sister, and mum and dad [LI10]. We just go sometimes, not a lot [LN10]. Yeah, maybe once a month [KE10]. (*Where do you usually go to buy your sportswear?*) Into town. (*What shops*?) John Lewis and the shops on Union Street. (*Do you know the names of the shops?*). Mmm, those ones up the other end, the trendy shops (*Men's fashion shops?*) Yeah [RJ11]. We go to JJB sport all the time [LE10]. Me too, and Sportsworld [LN10]. Yeah, JJB sport too [RJ11]. (*Who do you go shopping with?*) Mum and dad usually [RJ11]. Mum and dad, but mostly dad [LE10]. Usually my mum [LN10]. With dad, sometimes mum too [MK10]. (*Do you know what you want before shopping?*) Sometimes. But sometimes I don't know what we're going for. Mum just says we need to go to the shops or something [RJ11]. Ah huh. Dad usually says 'mum says you need new trainers' or something [LE10]. Ah huh. If I need something [LN10]. Nope. I just go and sometimes I get something for me, sometimes I don't get anything [MK10]. No. But my mum tells us what we need [LI10].

2. Do you enjoy shopping for sportswear?

Yes. We get to go to eat at Pizza Hut and sometimes to the pictures or bowling [RJ11]. Ah huh [LE10]. It's okay [LN10]. 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 [MK10]. It's okay [LI10]. I don't' know [KE10].

3. How do you find out about what brands of sportswear are out there in the shops?
I see them on TV or on the computer or in the shops [RJ11]. On TV [Le10; LN10]. I watch TV and there are ads for lots of stuff. (*What kind of stuff*?) Lots – toys, games, videos, clothes and that [MK10]. (*Does it make you want the stuff you see on the TV ads*?) Not really, you just know it's there [MK10]. Yeah, on the TV and in the shops [LI10]. Yes, in shops [KE10].

4. I'm going to ask about what influences your choice of brand. Is it any of the following:
(*The cost (high/low)?*) Yes. My mum says if it costs a lot it's better. (*What do you mean 'better'*?) My mum says it lasts longer and it's better quality [RJ11]. Yeah, me too [LE10; MK10 & MK10]. If it's too cheap I wouldn't wear it. (*Why not*?) Well it is rubbish and not good. It doesn't look right. (*What do you mean*?) It doesn't look like it's quality [LI10]. Well if you spend loads on something it should be the best, shouldn't it? [MK10]. Yes, Reebok is expensive my mum says. (*So does that make it better*?). Yeah [KE10]. Yeah, the style, the colours……..look are better [KE10]. (*What if your friends wore a particular brand. Would you want to wear the same brand?*) Yes, they'd have good taste too, wouldn't they [KE10]. Sometimes. I don't really care [RJ11]. No. I don't care what my friends wear [LE10]. Yeah, I've got the same as XX (*names friend*) [LN10]. Well, if everyone was wearing say Nike I wouldn't want to go with them if I was wearing Reebok. They might not like Reebok. Then they'd call me names, wouldn't they [MK10]. (*Has that happened to anyone*?) No [All]. I wouldn't care. I like the brands I wear the best anyway [LI10]. (*So what if none of your friends wore the brand you wear. How would you feel?*) I don't care [RJ11]. Then they'd have bad taste, ha, ha [KE10]. I don't' care what they are wearing [LE10]. Me too [LN10]. Well I wouldn't care if I had the best one on. (*What's the best one*?) Nike or say adidas [MK10]. I would still wear my brands [LI10]. (*What if what you wear is different from everyone else?*) So? [LE10]. Sometimes. But it's good if I have something my friends don't have 'cause then they want what I've got [RJ11]. Rubbish. I don't want what you've got. I don't care if I'm different or the same. It's what you want it for, isn't it? (*What do you mean*?) Well if you want it for sport or that [LN10]. Well, it depends, doesn't it? (*On what*?) On what you're doing like. Like if I'm playing in the team then you need to wear the same, but if I'm going out to play then I can wear what I want, can't I? [MK10]. I don't care either [LI10]. So I would still wear the brands I like too

[KE10]. (*So do you mind being different from everyone else?*) No [All]. But I don't care when we're the same too [LN10]. I'd still wear what I want [MK10]. (*What if the brand was bought at the supermarket?*) Oh, Oh, I wouldn't want to wear those [LI10]. No-way. Anyway mum wouldn't buy my clothes from the supermarket [RJ11]. I wouldn't wear it. It's rubbish [LE10]. Me too [LN10]. No I don't like supermarket stuff. (*Why not*?) My mom thinks it's good and cheap like. But I wouldn't wear it. I like the best ones [MK10]. I wouldn't want to wear them. I think they're not so good. (*What do you mean*?) Cheap [KE10]. (*What if you saw a good advertisement for another brand. Would you want the other brand?*) Yeah, I saw Nadal and he was advertising Nike. I like Nike [RJ11]. Yeah, me too [LE10]. Yeah, if it's a good brand. (*What's a good brand*?) You know, Nike or adidas or something [LN10]. No, I don't care what the ads say. I like the ones that are the best even if there isn't an advert on TV [MK10]. Well if there were no adverts for our brands then we wouldn't know, would we? So we'd just have to wear what there was [LI10]. Not really, I don't think. Only if it looked really good. (*What do you mean by good*?) Expensive [KE10]. (*What if people in your school say your brand is not good?*) So! [LE10]. What do they know? I'd still wear my brand [KE10]. I don't care. I know my clothes are good [RJ11]. So, I'd still wear what I like [MK10]. Yeah, I'd still wear mine too. What do they know? [LI10].

5. How do you feel wearing your favourite brand? (Confident/not confident?)
I feel confident 'cause my mom knows what's new [RJ11]. Yeah, I'm confident [LE10]. I'm okay and I like what I'm wearing now [MK10]. Okay [LI10]. I really, really, really like Reebok.   Reebok's the best [KE10]. (*Fashionable/not fashionable?*) I feel fashionable [RJ11]. My mum always gets me new things like. So I'm okay [LN10]. My things are good but I wouldn't say fashionable, not 'trendy', just good quality, the best [MK10]. (*Happy/not happy?*) I'm happy with my brands 'cause my friends always ask where I got it [RJ11]. Yeah [Rest]. (*Part of the crowd/not part of the crowd?*) I'm sort of in with my friends [LN10]. I play in the football team so I'm part of the team [LN10]. (*How do you feel your brands compare to other brands? Better than most/not better than others?*) No difference. We just wear different things sometimes [RJ11]. Mine are the best [LE10]. The best [MK10]. Much better [KE10]. Just the same [LI10 & LN10].

6.   Do you like to wear the same brands your friends, family wear? Or do you have your own preferences?
Sometimes. My cousin is older than me. He's 15 and he's always cool. (*What do you mean 'cool'*?) He's always wearing surfing gear. What do you call it? I don't know. But he's different from us [RJ11]. Cool is when you've got something new, different from everybody

else [LN10]. Trendy, they have to be trendy [KE10]. Never. No. Well sometimes 'cause I play in the football team and we have to wear the same boots and stuff [LE10]. Not really. Just sometimes when I'm playing football [MK10]. If we're playing in the team – yeah. But when we're out playing I don't care [LI10]. Only if they're the same as me [KE10]. Not bothered [LI10]. (*Does it matter if one of you likes one brand and another of you likes a different brand?*) No [All]. I don't care what my friends wear [RJ11]. (*So does it matter if you wear the same as others?*) No [All].

Scenario:

Okay, now we can look at the comic strip. Here we can see someone just like yourself who is going out to play in the rain. In the first picture his mom has given him a jacket to put on. In the second picture, when his friends see his jacket they say it's rubbish. What would you do if it was you? Go back to the house and leave the jacket? Wear the jacket but feel bad? Wear the jacket and tell your friends off for trying to make you feel bad? Or something else?

What I'd like you to do is draw a picture of what happens next. If you feel you can't draw very well, use string bean men (illustrate) or write what you think will happen.

Hello my name is Grace and I'm from The Robert Gordon University. Firstly I'd like to thank you all for agreeing to take part in this wee discussion about how you make decisions on sportswear. Before we begin I've prepared some stickers with your names so I can try to remember who you are. As you put your name on the sticker perhaps you would like to introduce yourselves too, say your names and your age for the recorder.

Ralph, I'm 10 [RE10]; Yusuf, I'm 11 [YA11]; I'm Jaiden, I am 10 [JA10].

1. Firstly, can you tell me what brands of sportswear you usually wear?

Mostly adidas or Nike [RE10]. Nike and adidas [YA11]. Puma [JA10]. (*Who buys your sportswear?*) Mostly mum [YA11]. Yeah, my mum and dad. But like if it's a really cheap top which my dad doesn't want to pay for I just pay for it myself. (*Do you*?) Have you got lots of pocket money then?) Not really. (*So you pay for your own sportswear*?) Well, not usually, but I pay for one's my dad doesn't want to buy if I really like it [RE10]. (*And you Jakob*?) Yes, mum normally [JA10]. (*How often do you go out shopping for sportswear?*) Mm, could be about once a month. (*Once a month? When you need it or just when you want something new?*) Eh, sometimes I need goaly gloves 'cause I'm a goaly and get all messy. So I need to get things more often like shin pads and boots and that. (*What about actual sports clothes? Do you buy them often?*) I have my clothes for quite a while [RE10]. Well I just go around when I've nothing else to do but usually I need to go to the shops every month for new gum guards for my rugby team. (*And how often do you get new sports clothes*?) Whenever I need them [YA11]. (*Where do you usually go to buy your sportswear?*) Well when I was coming back from France – in a ship – can't remember what it's called………but usually I go to JJB's [RE10]. Yes, we go to JJB too [YA11] (*Who do you go shopping with?*) I usually go with my mum to JJB sport or Sports World [RE10]. Well, I live just beside JJB's, cause I live in Montrose. So I just go myself 'cause I'm practically just beside it. (*You go by yourself?*) Well my mum gives me money. (*Do you go with any others? Brother/Sister/Friend*?) Well I go with my cousins a lot and my aunt. (*And are your cousins older or younger than you?*) Yeah, my cousin's 16. (*And do you choose your sports clothes or does you cousin or aunt choose?*) They just suggest things and if I'm happy then I'll take that but usually I choose myself [YA11]. I go with my parents. (*Do you get to choose what you want or do your parents choose*?) I get to choose most times [JA10]. (*Do you know what you want before shopping?*) I just choose what I like when I get there [JA10]. I usually say 'mum can we go to JJB 'cause I need a new football top' and my mum will say 'oh you need a ………. I need more gum guards or that. (*So you tell her you need*

something and then she remembers you need other things too?) Yes [YA11]. Well, when I need new shin pads or that I just like go to JJB and pick up what's there [RE10].

2. Do you enjoy shopping for sportswear?
Yeah [YA11 & RE10]. Yes, it's fun [JA10]. (*Why, what's is good about it*?) Well, sometimes you get to go with friends or go to games shops too [YA11].

3. How do you find out about what brands of sportswear are out there in the shops?
Well you just really get it. (*Where? How*?) You look at the tags and that. (What *do you mean by 'tags'?*) On the tops and in the shops and that [RE10]. (*So you find out about brands in on labels and in shops? Anywhere else*?) Yeah, 'cause there's like signs saying adidas shirts and that [JA10]. I can see it on the T-shirt when you buy it [YA11].

4. *I'm going to ask about what influences your choice of brand. Is it any of the following:*
(The cost (high/low)? If I like it I would just ask for it [JA10]. If it would be about £50 for a top I probably wouldn't get it. If it was like maybe £10, I'd maybe get it [RE10]. Well all of the Nike I got was quite cheap 'cause I got one at one time, a football top, that was only £5 and eh, usually it depends on the price [YA11]. I can't buy more that £30. (*Can you explain*?) My parents say 'enough, no more than £30 [JA10]. (*What if your friends wore a particular brand. Would you want to wear the same brand?*) Well I've got a friend who's got the same as me and he knows Nike and eh quite a lot of people in our class wear Nike. (*So do you like to wear the same as your friends or do you prefer to wear something different?*) I don't mind either way [YA11]. Yes, I don't mind [JA10]. I don't really care. (*What about your friends*?) We wear a mix [RE10]. (*So what if none of your friends wore the brand you wear. How would you feel?*) I don't know……just normal [RE10]. Well – I feel fine……okay [YA11]. I feel like Sudaski. (*The football player*?) Yes. (*Why?*) He's the best player and he wears Puma [JA10]. (*What if what you wear is different from everyone else?*) I don't care. Sometimes we're the same, sometimes different [YA11]. Yeah [JA10 & RE10]. It doesn't matter what we wear……the same or different [RE10]. (*What if the brand was bought at the supermarket?*) I don't mind but most of mine come from JJB's [YA11]. My mum sometimes brings things from Tesco, they're okay but not as good as adidas. (*Why not? What 's different or not so good?*) They're not as comfortable and they don't have the same designs. (*Is there anything else that's different that you don't like?*) They're just not so good. [RE10]. (*What if you saw a good advertisement for another brand. Would you want the other brand?* Not really [RE10]. I like mine anyway [YA11]. (*What if people in your school say your brand is not good? How would you feel?*) Well it doesn't matter what they think [YA11]. Yes, I don't care [JA10]. I like my brands anyway [RE10].

5. *How do you feel wearing your favourite brand? (Confident/not confident?)*

Sometimes if it's good clothes and I don't want to get them wrecked……if it's a good top I want to keep good and try not to get it dirty. Then I look after it better 'cause I like to wear it [YA11]. Yeah, you feel good when you've got something new and it's 'fresh', it's good [RE10]. Yeah [JA10]. (*Fashionable/not fashionable?*) A bit…….if it's new [YA11]. Sometimes if you buy new ones you feel cool [RE10]. Yeah [JA10]. (*Happy/not happy?*) I'm happy [JA10]. Yeah [YA11 & RE10]. (*Part of the crowd/not part of the crowd?*) Yeah, especially when you're playing in the team [RE10]. Yeah [YA11 & JA10]. (*How do you feel your brands compare to other brands? Better than most/not better than others?*) Same [YA11]. Yeah, same [JA10 & RE10].

6. *Do you prefer to wear the same brands your friends, family wear? Or do you have your own preferences?*

Don't mind [RE10]. But it's good to have something new sometimes when nobody else has it [YA11]. (*Does it matter if one of you likes one brand and another of you likes a different brand?*) Doesn't bother me [YA11]. Yeah, I just say people like different things [RE10]. (*So does it matter if you wear the same as others?*) No [All].

Scenario:

Okay, now we can look at the comic strip. Here we can see someone just like yourself who is going out to play in the rain. In the first picture his mom has given him a jacket to put on. In the second picture, when his friends see his jacket they say it's rubbish. What would you do if it was you? Go back to the house and leave the jacket? Wear the jacket but feel bad? Wear the jacket and tell your friends off for trying to make you feel bad? Or something else?

What I'd like you to do is draw a picture of what happens next. If you feel you can't draw very well, use string bean men (illustrate) or write what you think will happen.

STAKEHOLDERS

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Stage 1 Friendship Group Discussions by School – (BA)

Questions	School	Respondent	Age	Responses
1. What sports brands to do you wear?	P.6	LE Learoy	9	Umbro and adidas
		EU Euron	10	adidas
		CA Caden	10	Adidas, nike and Lacoste
		SA Sandy	10	Adidas and Nike
		JA Jamie	10	Puma, adidas, Nike, Le Coq Sportif
		SC Steve	10	adidas
	P.7	OL Olly	10	Adidas and Nike.
		PE Pete	11	Adidas and Nike
		CA Cammy	11	Lonsdale and Ubmro
		SE Sam	10	Adidas and Umbro
		GR Grody	11	Lonsdale
		SC Simon	11	Don't remember
1.1. Who buys your sportswear?	P.6	LE	9	My mum. (*Always?*) Yes.
		EU	10	Me and my family. (*When is it you?)* When we go out to JJB sport I can pick what I like.
		CA	10	Me.
		SA	10	My granddad.
		JA	10	My mum and dad buys my clothes.
		SC	10	Dad and mum.
	P.7	OL	10	Dad and mum
		PE	11	Me and my mum
		CA	11	Myself and my parents
		SE	10	Mum, stepdad
		GR	11	Mum and dad
		SC	11	Me (*Only you*?) Yeh.
1.2 How often do you go out shopping for sportswear?	P.6	LE	9	Not very often.
		EU	10	Every month, for me or my brother. (*Do you have a sister?*) Yeh, but she's too young for sportswear.
		CA	10	Every 2 weeks. (*How can you be so sure?*) Because I go with my mum one week then my dad the other week. (*That's every week then*?) No my mum doesn't go to sports shops, just my dad.
		SA	10	Every month. (*Once a month?)* Yes, with my granddad.
		JA	10	Twice a month.
		SC	10	Every year. (*How many times a year*?) Once. (*Only once? What happens if you need something during the*

				year?) Well my dad and mum bring things in.
	P.7	OL	10	At the beginning of the terms. (*School*?) Yes
		PE	11	Beginning of school term
		CA	11	Every month
		SE	10	Couple of times a month maybe
		GR	11	Beginning of school.
		SC	11	Beginning of school term.
1..3 Where?	P.6	LE	9	My mum just brings things in.
		EU	10	JJB sports or Sportsworld usually.
		CA	10	Sports shops. Usually in town, then we get pizza and sometimes play bowling or go to the pictures.
		SA	10	We go to JJB sport and have a look and if I need something like new clothes or that I come out with something else. (*What do you mean something else*?) Well last week I got a basket ball but I didn't go to get one. My granddad just said it would be fun.
		JA	10	All sorts of shops. (*Mainly*?) John Lewis.
		SC	10	The shops at the clubs. (*What clubs?*) The golf and football clubs. (*Do you get clothes there often*?) Just sometimes.
	P.7	OL	10	Into town, sometimes Sportsworld or JJB sport
		PE	11	Sportsworld and JJB sport
		CA	11	In town and at the beach (*Boulevard – JJB sport*)
		SE	10	Into town or JJB sport
		GR	11	Sports shops (*do you know which*?) Yeah, JJB sport and Sports World.
		SC	11	Town.
1.4. Who do you go shopping with?	P.6	LE	9	-
		EU	10	My mum and dad.
		CA	10	Dad. But sometimes mum. (*When*?) If dad's busy or working then I sometimes go with mum.
		SA	10	My granddad.
		JA	10	My brothers and my friends sometimes but mainly mum and dad.
		SC	10	Dad.
	P.7	OL	10	My parents mostly.
		PE	11	My mum
		CA	11	Mum, grandparents and friends
		SE	10	Mum and stepdad
		GR	11	Mum and dad, and my brother comes.
		SC	11	Mum (*contradicts qu. 2*? *Or 'he' makes decision and purchase*?) (*So who actually decides what to buy and who pays?*) I decide what I want and mum pays.
1.5. Do you know what you want before you		LE	9	No, my mum just brings in what I need. (*Do you know where from?*) The shops and that (*pause*) when she gets

go out shopping?	P.6			the shopping (*Supermarket?*) (**NB:** *Can we ask the child if it's the supermarket? Don't want to embarrass them? Can we assume the supermarket? We can perhaps see response to other questions and return here? – It was decided not to probe but let the boys divulge where the shopping took place within responses to other questions*)
		EU	10	I think first then I tell my mum and dad what I need. (*Do they always get you what you think you need?*) Sometimes, sometimes I don't get everything I need. (*Can you remember when you didn't get what you needed/wanted?*) Yeh, I wanted a new top and trainers and that and all I got was swimming trunks for swimming.
		CA	10	Yes. My mum tells my brother and my dad.
		SA	10	Not really, not all the times.
		JA	10	No I don't have a clue, we just go out and see what there is.
		SC	10	Yes. (*How*?) Sometimes dad say 'lets go get you some new shoes'.
	P.7	OL	10	Usually, yes.
		PE	11	Yes, usually
		CA	11	Yes
		SE	10	Usually, like if I need new shorts or that
		GR	11	Yeah.
		SC	11	No. I just look and tell mum what I want.
2. Do you enjoy shopping for sportswear?	P.6	LE	9	Sometimes.
		EU	10	Yeh. I enjoy it for football tops.
		CA	10	Yeh……. I have fun with my brother and my dad.
		SA	10	It's okay.
		JA	10	Yes, because I like clothes.
		SC	10	Yes.
	P.7	OL	10	Yes, you get to look at everything.
		PE	11	Yes. Don't like shopping for clothes though but like shopping for sportswear.
		CA	11	Not for clothes but yes for sports wear
		SE	10	Yes. Don't like just shopping for clothes though. (*What type of clothes?*) School stuff and that
		GR	11	Yeah, don't like shopping for clothes
		SC	11	Yeah, but don't like clothes or going to Mataland (*Discount Store*)
3. How do you find out about what brands of sportswear are out there in the shops?	P.6	LE	9	I get stuff from my brother and cousins.
		EU	10	I found it on TV.
		CA	10	My brother knows all the new stuff.
		SA	10	Yeh, in the shops too……..JJB have everything.
		JA	10	Stuff I get on my birthday and I got a puma shirt, adidas trainers and le coq sportif track suit.
		SC	10	In the shops and the clubs.
	P.7	OL	10	Ads (*Where?*) On the TV and in magazines. (*What magazines*?) Football and that.
		PE	11	I find out about sportswear advertising, TV, newspapers, internet, bus stop, not family and friends.

		CA	11	Advertising and that, like TV and my friends. (*How do you find out from your friends?*) They tell me when they or their big brothers have got something new.
		SE	10	Ads. On TV too (*agrees with OL*)
		GR	11	Bus stops, advertising, TV. From friends, newspaper, internet. My cousin and auntie wears Reebok
		SC	11	In the shops. You see what they have.
4. I'm going to ask about what influences your choice of brand? Is it: 4.1 Cost (High. Low?)	P.6	LE	9	Yes. (*Why?*) Too cheap's not good, is it? *(why do you think it's not good?)* I don't know.
		EU	10	Don't know. But Puma's good.
		CA	10	Yeh, adidas isn't cheap my dad says. But Nike costs more.
		SA	10	If you have to pay more then it should be better.
		JA	10	Yes, mine are expensive. (*Is that important*?) Well they're better quality.
		SC	10	Suppose so. (*You're not sure*?) Well stuff from clubs, they're expensive. (Does that matter?) Well they'll be better won't they?
	P.7	OL	10	No. I would wear mine because they're comfortable. (*Is comfort important to you*?) Yeh, especially if you've got them on all the time.
		PE	11	The more the cost the better the things (*sports clothes?*) Yes.
		CA	11	Depends. Sometimes my mum has to buy a lot. (*Why?*) For my sisters and she buys my dad's clothes too
		SE	10	Don't know. I suppose if it costs more it must be better
		GR	11	You don't have to pay lots for good stuff. You can get stuff on the internet cheaper than in the shops.
		SC	11	Why spend lots on something you can get cheaper on ebay?
4.2 What do you mean by better/cheaper?	P.6	LE	9	-
		EU	10	-
		CA	10	My brother says Nike's the best but I like adidas 'cause all the best players (football) wear it.
		SA	10	It's like my sister went to that big shop in town, on the main street……….next to the centre (*Trinity?*). Yes, what do you call it? (*Primark?*) Yes. There's lots there but they're all fancy (*fashion*), they're not for sports but they're cheap.
		JA	10	Better. Better styles and quality.
		SC	10	Better quality.
	P.7	OL	10	-
		PE	11	Better quality and that (*And that*?) Yes. They do the job. (*What job?*) Well they're good when you're playing games and that. (*Do they help your performance*?) Yes
		CA	11	-
		SE	10	Yeh, adidas is good for football
		GR	11	-
		SC	11	-

4.3 Your friends wear the brand?	P.6	LE	9	I wear what my mum tells me to put on in the morning. And after school she tells me what to change to.
		EU	10	I still wear what I like.
		CA	10	I wear what I like and that's adidas, yeh.
		SA	10	I sometimes wear the same as (EU) don't I? Sometimes we don't though. (*When do you wear the same?)* Just sometimes. (*When you're playing sports or when you just play?)* Either time.
		JA	10	Well they should. They are the best.
		SC	10	Yeh.
	P.7	OL	10	No. I like to be different from all of them (*nods head towards group*)
		PE	11	No. I like to look different.
		CA	11	I wouldn't want to wear it then. (*Not wear what*?) My old brands.
		SE	10	Doesn't bother me what they wear.
		GR	11	I don't care, I like to be different.
		SC	11	I like to be different too (*agrees with OL*).
4.4 What if none of your friends wear the brand?	P.6	LE	9	- *Shrugs shoulders*.
		EU	10	So. I don't care.
		CA	10	I don't care. They should wear adidas too.
		SA	10	I don't care.
		JA	10	Doesn't bother me.
		SC	10	I'd still wear mine.
	P.7	OL	10	I don't mind.
		PE	11	So. I'd still wear adidas and Nike
		CA	11	If I liked it I'd wear it
		SE	10	Same (*as previous question response*)
		GR	11	Don't care
		SC	11	I don't' care.
4.5 I'll be different from everyone else?	P.6	LE	9	- *Shrugs shoulders again*.
		EU	10	Doesn't bother me.
		CA	10	So?
		SA	10	Don't care.
		JA	10	No probs.
		SC	10	No, I don't care.
	P.7	OL	10	Same.
		PE	11	Doesn't bother me
		CA	11	Mmm, I don't know, sometimes it's better to be the same, sometimes different. (*When?*) If you're playing sport or going out in a crowd it's better to have the same maybe.

		SE	10	I like to be different.
		GR	11	Yeah.
		SC	11	Yeah.
4.6 Do you mind being different from everyone else?	P.6	LE	9	No.
		EU	10	No.
		CA	10	No. They should wear what I've got on. Adidas's the best.
		SA	10	No.
		JA	10	No.
		SC	10	NO.
	P.7	OL	10	No.
		PE	11	No
		CA	11	Well sometimes it's better to be the same
		SE	10	No.
		GR	11	No
		SC	11	No.
4.7 You saw a good advertisement for another brand. Would you want the other brand? Would you want to buy the other brand?	P.6	LE	9	I like adidas. It's got all the football players who put it on.
		EU	10	No. I don't think so.
		CA	10	No. (*Emphatic*)
		SA	10	No. (*Why not?)* Because I like the one's I have.
		JA	10	Not unless it was as good as. (*How would you know*?) Well after trying it, or somebody else telling me if it's good.
		SC	10	No.
	P.7	OL	10	Buy both if you like them.
		PE	11	It depends if it's good or not. (*How would you know*?) I guess my dad or my mum would know
		CA	11	Not really
		SE	10	Not really, I prefer what I've got.
		GR	11	Maybe, if it's a good brand. (*What do you mean by good*?) Like a brand I know, like adidas or Nike.
		SC	11	Buy both.
4.8 People at school say your brand is not good? How do you feel?	P.6	LE	9	Nothing. I don't mind 'cause we're all different sometimes, aren't we?
		EU	10	Rubbish. Adidas's a good brand.
		CA	10	They wouldn't. (*Why not*?) Because they're good.
		SA	10	I don't care.

		JA	10	I don't care. They wouldn't know if they didn't try them. They should try them.
		SC	10	No-bodies said that. (*But if they did?*) I don't think they would because I have good brands.
	P.7	OL	10	I don't care.
		PE	11	Me too *(agrees with CA)*
		CA	11	I'd still wear what I've got
		SE	10	I don't care, I know they're *(own)* good.
		GR	11	Wouldn't bother me. I know what I've got is good anyway.
		SC	11	I don't care.
5. a) How do you feel wearing your favourite brand? Confident/not confident? Fashionable/not fashionable? Happy/not happy? Part of the crowd/team/not part of the crowd/team?	P.6	LE	9	Confident I think. I'm not fashionable, that's for girls. I like what I've got so I'm happy all the time.
		EU	10	The best (*confiden*t). (*Why?*) All my friends wear it. *(Part of crowd/happy).*
		CA	10	Adidas is the best. I don't care what my brother says………. (*Confident, etc*)
		SA	10	All right. They're not 'fashionable'. My sister wears 'fashionable'. But my pals wear the same as me mostly.
		JA	10	Cool. They're sort of up-to-date and some of my friends at home wear the same.
		SC	10	Okay. I like my stuff, my friends wear lots of it too.
	P.7	OL	10	Very confident and fashionable and happy and part of the crowd.
		PE	11	Extremely confident, etc. (*Fashionable, happy*). (*Part of the group*?) Sometimes, not always. Sometimes I've new things that are different.
		CA	11	Yeh, good
		SE	10	Yeh, quite confident and they're really up-to-date 'cause my stepdad likes the latest things and lots of my friends wear adidas too.
		GR	11	Greeeeeat!
		SC	11	Okay. (*How okay*?) Well when they're new they're fashionable so it's good. You're different and not the same as everyone else.
5.1 How do you feel you're your brand compares to others' brands? Better than/not better than?	P.6	LE	9	Just the same I suppose.
		EU	10	Me too…….same. (*Agrees with LE*).
		CA	10	The best (*superior*).
		SA	10	Just the same.
		JA	10	Same.
		SC	10	Just the same as everybody.
	P.7	OL	10	Same as.

		PE	11	Just the same.
		CA	11	Okay. The same
		SE	10	Same.
		GR	11	Yeah, just the same.
		SC	11	-
6. Do you prefer to wear the same brands your friends, family wear? Or do you have your own preferences?	P.6	LE	9	Sometimes. Sometimes it's useful. (*What do you mean*?) Well it helps to be the same sometimes then your not left out or that. But sometimes if you've got something new and your pals don't have it it's good to be the first, isn't it?
		EU	10	Sometimes.
		CA	10	If they wear Adidas
		SA	10	Yeah, then sometimes when we're playing in a team, because we all have to be the same, except boots. We can wear different boots.
		JA	10	-
		SC	10	-
	P.7	OL	10	Sometimes
		PE	11	Sometimes
		CA	11	No, well sometimes. (*How do you feel then*?) Good.
		SE	10	I don't mind
		GR	11	Sometimes. I like to wear Lonsdale because my friends wear it.
		SC	11	Sometimes but not all the time. It's good when you're sometimes different and other's admire what you're wearing.
6.1. Does it matter if one of you likes one brand and another of you likes a different brand?	P.6	LE	9	No.
		EU	10	Don't know.
		CA	10	Not really.
		SA	10	No.
		JA	10	No.
		SC	10	No.
	P.7	OL	10	No
		PE	11	No. I don't like Lonsdale, everyone is wearing that.
		CA	11	No
		SE	10	Not really.
		GR	11	No
		SC	11	No
6.2 So does it matter if you wear the same as		LE	9	Not really.

others?	P.6			
		EU	10	-
		CA	10	Not really. They should wear the same as me.
		SA	10	No.
		JA	10	Sometimes it helps to agree. Well you need to agree on the strip if you're playing in a team, don't you?
		SC	10	No. Maybe sometimes.
	P.7	OL	10	No.
		PE	11	No. Don't like Lonsdale, everyone is wearing that
		CA	11	No
		SE	10	Not really.
		GR	11	No.
		SC	11	No.

Stage 1 Friendship Group Discussions by School – CU

Questions	Class	Respondent	Age	Response
1. What sports brands to do you wear?				
	P.6	SA Sandy	10	Nike
		ST Simon	10	Nike and Animal
		CA Cain	11	Adidas
		JI Jimmy	10	Nike and adidas
		OS Olly	10	Reebok
		CA Cam	10	Mostly NIke. Lonsdale and Reebok
	P.7	MA Mark	10	Yes, Nike and adidas
		ED Eddy	10	I wear Nike and adidas mostly
		JO Jon	11	adidas
		LU Luke	11	Nike
		DA Dan	11	Ferrari (*Do they do sports clothes*?) Yes, climbing clothes and stuff. (*Climbing?*) No, climate. Trousers and jackets.
		CH Chuck	11	Yes, Nike and adidas. I like Ben Sherman too.
		AN Andy	10	Yes, Nike and adidas
1.1. Who buys your sportswear?				
	P.6	SA	10	-
		ST	10	I get mine from the saddlery shop. (*For horse riding*?) Yes. (*Do you do any other sports*?) Not really. (*Do you know what brands you get from the saddlers*?) Yes. I have Rockfish Riders and Cheeky Ponies stuff. (*And who buys your riding wear?*) My mum and me.
		CA	11	Yes. My parents.
		JI	10	Mum.
		OS	10	I go with my friends too and sometimes my sister.
		CA	10	Mum. (only mum?) Yes.
	P.7	MA	10	My mum and me.
		ED	10	Sometimes I get things from my nan.
		JO	11	Yes, mum and nan.
		LU	11	It's usually my mum and me.
		DA	11	Same.
		CH	11	Dad gets me things. He always brings me back sports clothes from America. (*What brands does he bring back*?) Things like Animal, Nike, adidas.
		AN	10	Same.
1.2 How often do you go out shopping for sportswear?	P.6	SA	10	Once a month.
		ST	10	Once a year. (*Only once in the whole year?*) Yes. Before school. (*In summer?*) Yes.

		CA	11	Twice every two weeks. (*So that's every week*?) Usually, yes. When we go to the supermarket we always look at the clothes and sometimes we get things. (*What supermarket*?) Asda.
		JI	10	We go twice a month.
		OS	10	Once every two months. (*How can you be so sure it's every month or two months*?) I think it is.
		CA	10	We go out to get what we need whenever we need it. (*And how often is that*?) Just sometimes. Like if I need new shoes then we got for shoes and sometimes get clothes too.
	P.7	MA	10	Yeah
		ED	10	Yeah
		JO	11	When need them.
		LU	11	Yeah
		DA	11	Yes, Usually for school.
		CH	11	Once every 4 months. (*How can you be so sure*?) It's always before the school starts after the holidays. But birthdays and that too. My dad brings things back every time he comes home from America.
		AN	10	I get new things when I need them. (*When, how often is that*?) Sometimes when we go shopping. (*What type of shopping*?) The supermarket shopping. We sometimes just pick things up. (*From which supermarket*?) Sainsbury's or Asda. Sometimes Tesco if we go to Costco.
1.3 Where?	P.6	SA	10	John Lewis's, sometimes Asda. We go to JJB to sometimes.
		ST	10	The saddlery shop.
		CA	11	We go to different shops in town too. (*What shops are they*?) Fat Face. I like Fat Face. (*Why?*) It's got good styles and colours and there's a car like changing room.
		JI	10	We go to the sports shops, JJB sports and Sportsworld.
		OS	10	Same (*As the others*?) Yes.
		CA	10	Asda and JJB.
	P.7	MA	10	Yes, Sportsworld and JJB sport (*And supermarkets*?)
		ED	10	Yeah
		JO	11	Yeah. Not all the time.
		LU	11	Yeah
		DA	11	Sportsworld
		CH	11	Yeah
		AN	10	Yeah. Sometimes
1.4. Who do you go shopping with?	P.6			
		SA	10	Mum.
		ST	10	Mum. And my friends, sometimes my sister.
		CA	11	Mum. Sometimes I go with my brothers.
		JI	10	Yes, but mainly my parents.
		OS	10	Mum
		CA	10	Mum

	P.7	MA	10	Mum
		ED	10	Mum and gran
		JO	11	Mum and me
		LU	11	Mum and dad
		DA	11	Mum and dad
		CH	11	Mostly dad
		AN	10	Mum and me
1.5. Do you know what you want before you go out shopping?	P.6	SA	10	I know like roughly what I want to get. The when I get……..I see what I want there. (*How do you know what you want to buy?*) Sometimes if my trousers are getting too short or that.
		ST	10	Yeah
		CA	11	Yes, we browse before. (Where do you browse?) In town and that.
		JI	10	We go into town, see what there is, then I might get something.
		OS	10	Yeah
		CA	10	Depends. (*On what*?) On what I'm doing. (*What do you mean*?) Well sometimes I need something new because my swimming shorts are too small.
	P.7	MA	10	If I have the money. (*You have the money? Do you buy your own then*?) No my mum pays. Or Sainsbury's. They're okay from just playing.
		ED	10	Sometimes
		JO	11	Sometimes from Asda.
		LU	11	Sometimes
		DA	11	Sometimes
		CH	11	Sometimes. I like to be smart, so I wouldn't like to wear George from Asda because to me that's not smart
		AN	10	Sometimes. Yes.
2. Do you enjoy shopping for sportswear?	P.6	SA	10	It's okay if you're getting something and it's not just for someone else, or you don't get anything.
		ST	10	Yes, it's boring if you don't get anything for yourself.
		CA	11	I like to go shopping if I can go to the games shop too. (Yeah [all])
		JI	10	I like food shopping.
		OS	10	I don't like it, it's boring.
		CA	10	Depends on what for. (*What about sportswear*?) It's okay.
	P.7	MA	10	Yes, boring. (*Why is it boring*?) You just go around all the shops and my mum looks at all the things for her in John Lewis.
		ED	10	Yeah
		JO	11	Yeah
		LU	11	Yeah
		DA	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 there and play.

		CH	11	No, it's boring.
		AN	10	Yes, if we go to Games I don't mind but it's boring just going for clothes
3. How do you find out about what brands of sportswear are out there in the shops?	P.6	SA	10	On the street. (What street? Where on the street?) Shop windows, bus stops, on buses too.
		ST	10	Yes, shop windows. And in mags. (What mags?) Futurama and Horse.
		CA	11	On the internet. (*Where on the internet*?) On games. You see some brands on games, like XBox 360 games.
		JI	10	TV (*What do you see on TV?*) Well the sportsmen usually wear the logos. (*What logos*?) Nike and adidas.
		OS	10	Yes, comics. On the back pages there's ads.
		CA	10	Yeah, all those.
	P.7	MA	10	No
		ED	10	I see them on TV. (*What do you see?*) Adverts for Nike and adidas.
		JO	11	Yes, TV. (*Anywhere else*?)
		LU	11	No
		DA	11	No
		CH	11	Yes, TV.
		AN	10	No (*What about in the shops or billboards or magazines?*) Not really.
4. I'm going to ask about what influences your choice of brand? Is it: 4.1 Cost (High. Low?)	P.6	SA	10	It doesn't matter as long as they're comfortable
		ST	10	Yeah
		CA	11	Yeah
		JI	10	Yeah
		OS	10	Yeah
		CA	10	Yeah
	P.7	MA	10	Yes, my mum says it's better to spend more on quality. It lasts longer. (*Do you all agree? Does it matter if you don't pay a lot for sportswear?*)
		ED	10	-
		JO	11	Lacoste does expensive clothes, not like Lonsdale, that's cheap. (*Does it matter if it's cheaper than others*?) If it's not good it does. (*What do you mean by not good*?) It feels cheap. (*So do you think more expensive is better?*)
		LU	11	-
		DA	11	-
		CH	11	Nike and adidas are more expensive. (*Than what*?) Than the others, like supermarkets.
		AN	10	No. If you're only wearing them for playing in then why pay lots and lots?
4.2 What do you mean by better/cheap?	P.6	SA	10	-
		ST	10	-

		CA	11	-
		JI	10	-
		OS	10	-
		CA	10	-
	P.7	MA	10	See above.
		ED	10	" "
		JO	11	" "
		LU	11	" "
		DA	11	" "
		CH	11	" "
		AN	10	" "
4.3 Your friends wear the brand?	P.6	SA	10	If all your friends have got it wear a little like your friends sometimes.
		ST	10	-
		CA	11	Or wear it at home, not in from of your friends.
		JI	10	-
		OS	10	-
		CA	10	I don't care. It's good to stand out sometimes, especially if you've got the best. (*What's the best*?) Nike. (*Why is it the best?*) Michael Jordan wears it and it's everywhere.
	P.7	MA	10	Yeah.
		ED	10	Yeah.
		JO	11	Yeah.
		LU	11	Yes, it's no problem what we wear.
		DA	11	No I don't care. We all wear the same and different anyway.
		CH	11	Not really. I like what I've got.
		AN	10	Yeah.
4.4 What if none of your friends wear the brand?	P.6	SA	10	Don't care.
		ST	10	Same.
		CA	11	If I was a bit younger then I'd have to wear what mom says. When you're older you can choose your own to wear.
		JI	10	Same.
		OS	10	I usually tell my mum so I wear what I want. (*What do you tell your mum*?) I tell her if I see my friends wearing something I like. (*And does your mum buy the same as your friends?*) Sometimes.
		CA	10	Same.
	P.7	MA	10	Yeah, it doesn't matter.

		ED	10	Sometimes we're the same, sometimes different. It doesn't matter, does it?
		JO	11	Yeah
		LU	11	Yeah
		DA	11	Yeah
		CH	11	Different. (*How would you feel being different*?) I don't mind. When my dad brings me things back from America I have things nobody else has. (*How does that make you feel*?) Good.
		AN	10	Yeah
4.5 I'll be different from everyone else?	P.6	SA	10	-
		ST	10	My mum says I've got to wear what I've got, it doesn't matter what others have got.
		CA	11	-
		JI	10	If I really didn't like something, say what my mum bought, I'd say I don't like it. (*What would your mom do then?*) She'd change it if I really didn't like it.
		OS	10	-
		CA	10	-
	P.7	MA	10	Same, it doesn't matter
		ED	10	Same
		JO	11	Same
		LU	11	Same. I don't' want what [CH11] has. He just shows off all the time saying 'my dad got me this, my dad got me that'. I don't care.
		DA	11	Same
		CH	11	But it's good if you've got something nobody else has. Then they want it too. (*Is that right? Do you all want something others have that you haven't got*?) I don't show off.
		AN	10	Same.
4.6 Do you mind being different from everyone else?	P.6	SA	10	No
		ST	10	No.
		CA	11	No
		JI	10	No
		OS	10	No
		CA	10	No
	P.7	MA	10	Same
		ED	10	Same
		JO	11	No
		LU	11	Same, it doesn't matter
		DA	11	No
		CH	11	No
		AN	10	Same, no I don't mind.

4.7 You saw a good advertisement for another brand. Would you want the other brand?	P.6	SA	10	Yeah
		ST	10	Some adverts are good. (*Which ones?*) Like Nike and adidas. (*Does it make you want to buy the clothes?*) Sometimes I guess.
		CA	11	Me too, I just wear what I've got.
		JI	10	Yeah
		OS	10	Yeah
		CA	10	(*What if the advertisement wasn't for Nike of adidas?*) Well I just like what I like.
	P.7	MA	10	There's lots of ads about. I like some of them. (*Which ones*?) The funny ones, like the Gorilla (Cadbury)
		ED	10	Yeah, some are funny. (*And the sportswear ads*?) I like the Reebok one, all the people are playing their sports. You've got football and tennis and basketball and lots more.
		JO	11	To try to get you to buy more. *(What do the rest of you think?)*
		LU	11	Yeah, they're good. (*So would the ads make you want to buy the brand*?) Not really.
		DA	11	All the adverts are the same anyway. (What do you mean?) They all advertise sportswear we've already got. (*So shy do you think the bother to advertise*?)
		CH	11	No (*Why not*?) I like what I wear.
		AN	10	Yeah. I wouldn't buy it. I like my brands.
4.8 People at school say your brand is not good?	P.6	SA	10	-
		ST	10	-
		CA	11	Yeah, we wear good brands anyway.
		JI	10	We all wear something's the same. So they don't say stuff isn't good.
		OS	10	-
		CA	10	-
	P.7	MA	10	I'd just tell them to 'get lost'.
		ED	10	I'd punch them.
		JO	11	Me too. *(But what if they made fun of your brand*?)*
		LU	11	Yeah
		DA	11	Yeah
		CH	11	Yeah
		AN	10	I'd just say I have more than one brand.
5. How do you feel wearing your favourite brand? Confident/not confident? Fashionable/not fashionable? Happy/not happy? Part of the crowd/team/not part of the crowd/team?	P.6	SA	10	Yes. (*Yes what? Confident or not confident*?) Confident.
		ST	10	Confident. Well all new sportswear is fashionable, isn't it? And it's always new.

		CA	11	Confident. It's okay. (*What about when you're just playing out*?) We just wear what we want to play with out friends. (*Do you feel you have to wear the same as them to play*?) No.
		JI	10	Confident. It's not exactly fashionable, it's for sports mostly.
		OS	10	Confident. But we don't just wear it for sports. We wear it to play in too. I like my things so I'm happy.
		CA	10	Confident. Happy. When you're in a team your part of the crowd.
	P.7	MA	10	Yes, good. Yeah.
		ED	10	Yes. Yeah.
		JO	11	Yes. Yeah.
		LU	11	I feel fine in my stuff. Up-to-date.
		DA	11	Yes
		CH	11	Yes, good. Feel good.
		AN	10	Yes. Yeah, good.
5.1 How do you feel you're your brand compares to others' brands? Better than/not better than?	P.6	SA	10	Same
		ST	10	Yeah, same.
		CA	11	Yeah, same.
		JI	10	Same.
		OS	10	Yeah
		CA	10	Yeah
	P.7	MA	10	Yes, good.
		ED	10	Yeah
		JO	11	Good and same. (*Is it important to feel the same*?) Doesn't really matter.
		LU	11	Yeah
		DA	11	Yeah
		CH	11	Good.
		AN	10	Yeah
6. Do you prefer to wear the same brands your friends, family wear? Or do you have your own preferences?	P.6	SA	10	-
		ST	10	Sometimes it's good to stand out the best.
		CA	11	Most of my friends wear Nike or adidas anyway.
		JI	10	I don't mind.
		OS	10	-
		CA	10	-
	P.7	MA	10	If you're playing in the team then you have to. Don't you?
		ED	10	Yeah

		JO	11	-
		LU	11	Sometimes. But sometimes it's okay to be different. (*Do you like to be different sometimes*?)
		DA	11	
		CH	11	Yes. When you get something new that nobody else has, it's good when they want it too.
		AN	10	-
6.1. Does it matter if one of you likes one brand and another of you likes a different brand?	P.6	SA	10	No
		ST	10	No
		CA	11	No
		JI	10	No
		OS	10	No
		CA	10	No
	P.7	MA	10	No
		ED	10	No
		JO	11	No
		LU	11	No
		DA	11	No
		CH	11	No. We all have different and sometimes the same ideas, so it's okay.
		AN	10	No
6.2 Does it matter if you wear or don't wear the same as others?	P.6	SA	10	No
		ST	10	No
		CA	11	No
		JI	10	No
		OS	10	No
		CA	10	No. Sometimes like when you're in a team, then we all wear the same.
	P.7	MA	10	No
		ED	10	No
		JO	11	No
		LU	11	No
		DA	11	No
		CH	11	No
		AN	10	No

Stage 1 Friendship Group Discussions by School – (DY)

1. What sports brands to do you wear?	P.6	BE Benny	08	adidas
		KY Kenny	09	Nike and adidas
		RE Reid	09	Nike and Nike Air (*What is the difference?*). Nike air is special for sports, it's shoes with air in them to make you jump higher. And you don't get sore feet all the time.
		FR Frank	08	Nike
	P.7	ST Steve	11	Mostly I wear Puma and Ellesse. The colours are better and they've got good styles.
		CR Craig	11	I prefer Adidas Active. (*Why?*) They're active. (*What does that mean?*) You always see sports people wearing them when they're playing their sports and that.
		JO Jade	10	Yeah, me too. Yeah, they're good.
		AD Abe	11	Yeah. They're really comfortable and they've got good colours too.
		ST Sam	10	Yeah. Yeah, good colours.
1.1. Who buys your sportswear?	P.6	BE	08	Dad mostly.
		KY	09	My dad.
		RE	09	Usually my nana gets me things I need.
		FR	08	Mum usually but sometimes dad if mom is too busy with my little sister.
	P.7	ST	11	My mum or dad, but sometimes me. (*When do you buy your won sportswear*?) When I go out with my friends sometimes. Sometimes I go with my brothers.
		CR	11	My mum usually.
		JO	10	Me too (mum). My nan sometimes buys me things.
		AD	11	Me too (mum).
		ST	10	Me too (mum).
1.2 How often do you go out shopping for sportswear?	P.6	BE	08	I go to get new boots for football and sometimes new trainers before school. I do athletics, I need new shoes every time I go back to school. I get swimming gear too 'cause I swim with XX (*names swim club*).
		KY	09	Sometimes. Not all the time.
		RE	09	Yeh, me too (*agrees with BE*). I get jackets and kit that the managers (football coach) says we need.
		FR	08	I just got these. I've got studs for these shoes (*illustrates Nike airiators - a brand of combined trainer/football shoe*).
	P.7	ST	11	Sometimes at weekends if there's no football, or if we're going to the pictures or bowling.
		CR	11	
		JO	10	Not all the time.
		AD	11	Yeah, at the weekends sometimes. (*So not every week*?)
		ST	10	No just when I need things.
1.3 Where?		BE	08	Into town.

	P.6			
		KY	09	JJB sport or sometimes Sportsworld.
		RE	09	I like the Trinity Centre, it's right next to the games shop.
		FR	08	Yeh, into town.
	P.7	ST	11	Into town, Union Street and Berryden. (*What shops do you go into*?) Next and John Lewis. (*For sportswear*?) No, we go to JJB Sport and Sportsworld for that. There's a JJB in the St.Nicholas Centre too.
		CR	11	Yeah
		JO	10	Yeah
		AD	11	Yeah
		ST	10	Yeah
1.4. Who do you go shopping with?	P.6	BE	08	Dad mostly. We go at the weekend with my big brothers.
		KY	09	My dad….every Saturday we go to get a pizza and we go to the good shops.
		RE	09	Usually my nana. She knows all the good shops.
		FR	08	Mum usually but sometimes dad if mum is too busy with my little sister.
	P.7	ST	11	I go with my mum and dad or my brothers. And sometimes my friends. But not always. (*Does anyone else go shopping with friends*?)
		CR	11	Yeah, mum and dad. No
		JO	10	My dad or my nan. No, not really.
		AD	11	No. Not really
		ST	10	Yeah, mum and dad. No, not really
1.5. Do you know what you want before you go out shopping?	P.6	BE	08	My Nike are falling to bits and they're just bought.
		KY	09	No, I just go into the shops in town or JJB at the beach. Sportsworld too. And see what there is. Then if I like something my dad gets it for me.
		RE	09	Yes, usually I just wear old shoes until I need new shoes. Then my nana says we need to go and get new ones. I got new ones from America (*Nike Extreme*). My nana brought them back from holiday.
		FR	08	Mmm, I see what there is (*How do you find out what's there?)* I go to the shops and look. I see ads in magazines too. My dad has football mags.
	P.7	ST	11	Yeah. But sometimes, if I'm with friends I see something and buy it. (*Where do you get the money*?) It's my money. I get pocket money and my nan gives me money too.
		CR	11	Usually (*How?*) My mum says 'we better go get you some new trainers those ones are falling to bits'
		JO	10	Yeah
		AD	11	Yeah
		ST	10	Yeah
2. Do you enjoy shopping for sportswear?	P.6	BE	08	Yeh. It's exciting if you get to go with friends.
		KY	09	Yeh. Sometimes.
		RE	09	Yeh.

		FR	08	Yeah.
	P.7	ST	11	It's okay
		CR	11	It's okay.
		JO	10	No, it's boring.
		AD	11	Yeah, it's boring unless you're getting something you want like a game or something.
		ST	10	-
3. How do you find out about what brands of sportswear are out there in the shops?	P.6	BE	08	My friends talk about what they've got all the time. New this, new that. It's boring sometimes.
		KY	09	I've seen David Beckham in ads in some magazines and in the shops. (*What magazines?*) Top Gear, Football, and stuff about football on the TV.
		RE	09	I talk to my dad too. The Simpsons magazine has sports ads on the back.
		FR	08	Well we pick each other up for the matches (school football match) and we talk about it then. (*What do you talk about?*) About the new football boots and that.
	P.7	ST	11	Yeah, and there are adverts. (*Where do you see the adverts*?) In the bus stops and in the shops. (*Anywhere else?*)
		CR	11	-
		JO	10	You see what everyone wears. *(Where*?) In school and that.
		AD	11	On the TV and in magazines. (*What magazines*?) Football magazines.
		ST	10	-
4. I'm going to ask about what influences your choice of brand? Is it: 4.1 Cost (High. Low?)	P.6	BE	08	I don't care if I liked it I would wear it anyway.
		KY	09	But it's better if it's not cheap. I don't what to wear cheap.
		RE	09	Puma's not cheap. (*How do you know?*) These shoes (points to shoes) cost lots. (*Do you know how much*?) Over £60, I think.
		FR	08	I still wear what I like.
	P.7	ST	11	Puma and Ellesse costs more than the others. (*Does that make them better than the others?*). Well, I think so.
		CR	11	Yes. (*Why?*) If they're dearer they're better. (*What do you mean better*?)
		JO	10	Yeh.
		AD	11	We'll if they're too dear my mum wouldn't buy them they're a waste of money 'cause you only wear them for a little while.
		ST	10	Yeah.
4.2 What do you mean by better/cheap?	P.6	BE	08	Yeh, Better quality (*agrees with KY*).
		KY	09	Cheap falls to bits my mum says.
		RE	09	-
		FR	08	Nike's the best anyway.
	P.7	ST	11	There's better colours and styles. There's more.
		CR	11	-

		JO	10	But adidas is used by lots of sportspeople (*responds to ST*).
		AD	11	-
		ST	10	Yeh.
4.3 Your friends wear the brand?	P.6	BE	08	I don't care, I just wear what I like.
		KY	09	Well sometimes it's better to wear the same as your friends. (*Why?*). So they don't slag you off.
		RE	09	I just wear what I have.
		FR	08	My friends all wear Nike.
	P.7	ST	11	Well I wear what I like (*emphasis on 'I'*).
		CR	-	Yeh, all my friends wear adidas.
		JO	11	Yes.
		AD	11	I'd still wear what I like too (*agrees with ST*).
		ST	10	Yeh.
4.4 What if none of your friends wear the brand?	P.6	BE	08	So?
		KY	09	But sometimes it's better, easier, specially if your in the same team.
		RE	09	I don't mind.
		FR	08	Well they wear the same as me so all my friends wear Nike. (*Where?*) When we go out to play. (*How many friends were Nike?*) Me and XX and XX and XX (*names friends*).
	P.7	ST	11	My brothers wear the same as me. (*How old are your brothers?*) 14 and 17. (*Do they buy their own clothes?*) XX (14) doesn't, XX buys his own (*names brothers*). He goes out with his friends and comes back with things. Sometimes we go out with him when we have to.
		CR	11	Well I wouldn't want to wear what my friends didn't wear.
		JO	10	I don't mind. Some of my friends wear Nike or that but I just wear adidas.
		AD	11	I don't care what they do.
		ST	10	Me too (*agrees with AD & JO*).
4.5 I'll be different from everyone else?	P.6	BE	08	I'll still wear what I wear. They can copy me.
		KY	09	Well you don't play in our team (*disagrees with BE*). It's better to be the same. (*What if you're just playing outside?*) Well that's different, you can just wear what's there then.
		RE	09	I don't mind.
		FR	08	I'm not. We all wear the same when we go out to play.
	P.7	ST	11	I still wear what I've got.
		CR	11	We're a team so we wear the same. (*Even when not playing sports games, if you are just out playing*?) Yeh, we wear the same things whatever. We don't have different clothes for playing. Then you'd need lots and lots.
		JO	11	I still wear mine.
		AD	11	Me too (*agrees with ST & JO*).
		ST	10	Me too (*agrees with ST, JO & AD*).

4.6 Do you mind being different from everyone else?	P.6	BE	08	No.
		KY	09	No, not really except in the team.
		RE	09	Not really.
		FR	08	No.
	P.7	ST	11	No.
		CR	11	No.
		JO	10	No.
		AD	11	No. Except when you're playing in the team you should all wear the same. Shouldn't you?
		ST	10	Same (*agrees with AD*).
4.7 You saw a good advertisement for another brand. Would you want the other brand?	P.6	BE	08	So?
		KY	09	So, I just wear what's there already in my room.
		RE	09	But I might not like the other one. So I'd just wear what I've got.
		FR	08	I would still wear Nike.
	P.7	ST	11	I don't know.
		CR	11	Well I would still wear my brands because they are in my drawers.
		JO	10	No.
		AD	11	Not really. Unless it was something really, really good like say Nadal was wearing it.
		ST	10	Same (*agrees with JO & AD*).
4.8 People at school say your brand is not good?	P.6	BE	08	So? What do they know?
		KY	09	So? Yeh, they don't know (*agrees with BE*).
		RE	09	I'd just wear the same (*same as what?*) Same as I always wear.
		FR	08	Nobody says that. (*But what if they did*?) Well I wouldn't care.
	P.7	ST	11	I'd still wear mine.
		CR	11	I'd still wear what I like.
		JO	10	I don't care. I know it is.
		AD	11	I don't care either.
		ST	10	Me too (*agrees with all*).
5. How do you feel wearing your favourite brand? Confident/not confident? Fashionable/not fashionable? Happy/not happy? Part of the crowd/team/not part of the crowd/team?	P.6	BE	08	Well not really confident I don't think? And sports clothes aren't fashion. Are they? I like what I've got (happy). I don't care what they're wearing (nods to others).

		KY	09	Alright. Fine.
		RE	09	I sometimes don't like it (*it?*). (Not confident, happy, part of crowd). What I'm wearing. (*Why?*) Because my mom makes me wear it even if it's got a hole until I can get new things.
		FR	08	Okay. But not too confident or that. But I've got friends who wear the same as me, so we're the same.
	P.7	ST	11	I wouldn't care what they think.
		CR	11	I like mine (*happy, confident*). They're not trendy (not *fashionable*) but you don't need to be trendy when your playing with your friends (*part of crowd*).
		JO	10	Good. I feel good.
		AD	11	Really fine. Adidas's the best anyway.
		ST	10	Yes. I'm happy, fashionable and I think confident. I do what I like (*emphasis on 'I'*).
5.1 How do you feel you're your brand compares to others' brands? Better than/not better than?	P.6	BE	08	My adidas are good. Maybe some are better. But I like these.
		KY	09	Same.
		RE	09	Okay. Same.
		FR	08	Good, better.
	P.7	ST	11	Yeh, I'm confident because my brands are good quality, they're always good colours. I like them a lot (*confident, fashionable & happy*). I don't care if I'm the same but I don't care if I have something my friends don't have either. My brands are really good – better than others (*superior*).
		CR	11	Okay.
		JO	10	Same as.
		AD	11	The best.
		ST	10	Same as.
6. Do you prefer to wear the same brands your friends, family wear? Or do you have your own preferences?	P.6	BE	08	Sometimes. Like if we're playing in the same team.
		KY	09	Yeh. Then we're a team.
		RE	09	No. Just sometimes maybe. (*When?*) Well KY and BE got new Nike trainers and I asked my mum for a pair, she said I have to wait 'til summer.
		FR	08	Yeh.
	P.7	ST	11	Sometimes. (*When?*) Well, if we're all going out together sometimes. (*To do what?*) Play football or that.
		CR	11	Sometimes.
		JO	10	Sometimes.
		AD	11	Yes, then you're a team.
		ST	10	Sometimes.
6.1. Does it matter if one of you likes one brand and another of you likes a different brand?	P.6	BE	08	Yeah…….. (*Why?*) 'Cause if he likes say Reebok and I like say adidas then we wouldn't play in the same team maybe.
		KY	09	Yeah. (*Why?*) Well if we need to play in the same team we need to wear the same. But if he likes say Nike then

				he's maybe into basketball, but I prefer football so I wear adidas.
		RE	09	Well sometimes. Because sometimes you want to have the same as your mates.
		FR	08	My friends and me like the same. (*But what if one was different*?) Well I wouldn't care.
	P.7	ST	11	No.
		CR	11	No.
		JO	10	No.
		AD	11	No.
		ST	10	No. I don't think so.
6.2. Does it matter if you wear or don't wear the same as others?	P.6	BE	08	Doesn't matter to me.
		KY	09	No
		RE	09	Sometimes, if they've got really good stuff that's new.
		FR	08	No.
	P.7	ST	11	No.
		CR	11	Doesn't matter.
		JO	10	Doesn't matter.
		AD	11	I don't do what other do all the time only if we're playing in the team.
		ST	10	No.

Stage 1 Friendship Group Discussions by School – MI

Questions	School	Respondent	Age	Responses
1. What sports brands to do you wear?	P.6	CA Charlie	9	Surfhead. (*What are those*?) They make clothes for surfing and water sports. Also Puma and Champion.
		AR Arty	8	Nike and Le Coq Sportif
		ANAndy	8	Nike and adidas
		AC Alastair	9	Nike. Sometimes Animal – they're good for just going out. (*What about for sports*?) Some are fine like their trainers for boarding.
		SA Sam	8	Mainly Nike but I've got some Puma and Gap too.
	P.7	AR Amon	11	Adidas and Nike
		TO Toby	11	Nike, especially their branded T-shirts
		IA Isaac	10	Le Coq Sportif. I also like O'Neil and Animal.
		SE Samuel	10	adidas
		EU Ethan	11	Saltrock. (*Who are they*?) They produce really cool, up-to-date stuff. (Fashionable?) Not really but good for the beach.
1.1. Who buys your sportswear?	P.6	CA	9	Dad
		AR	8	Mostly mum but sometimes dad
		AN	8	Mum, dad, my gran
		AC	9	Mum mainly
		SA	8	Mum and me
	P.7	AR	11	Mostly dad. We go with my brother (*Younger or older*?) He's younger than me.
		TO	11	Mum and me. Usually from catalogues or from Next. I get to look and choose what I want.
		IA	10	Mum and me usually.
		SE	10	My mum mostly. But sometimes dad too.
		EU	11	Mum and dad.
1.2 How often do you go out shopping for sportswear?	P.6	CA	9	Once a year. (*Only once a year*?) Yes. Before school.)In summers?) Yes.
		AR	8	Once every two months. (*How can you be sure it's every month or two months*?) I think it is.
		AN	8	We go twice a month.
		AC	9	Twice every two weeks (*So that's every week*?) Usually, yes. When we go to the supermarket we always look at the clothes and sometimes we get things. (*What supermarket*?) Asda. We go out and get what we need whenever we need it. (*And how often is that?*) Just sometimes. Like if I need new shoes, then we go for shoes and sometimes get clothes too.
		SA	8	Once a month.
	P.7	AR	11	Every week or two weeks. We go after football because my mom wants to clear the house so we go into town.
		TO	11	Not often, maybe just before the school begins again. Mostly we get what we need from catalogues. (*How often?*) Whenever we need something.
		IA	10	Whenever I need something. Sometimes just to look and see what's there.
		SE	10	Yes, If I need something we go to get it.
		EU	11	-

1.3 Where?	P.6	CA	9	-
		AR	8	-
		AN	8	Yes, we go to sports shops, JJB sports and Sportsworld.
		AC	9	Asda and JJB Sport. We go to different shops in town too. (*What shops are they*?) Fat Face. I like Fat Face. (*Why?*) It's got good styles and colours.
		SA	8	The Saddlery shop. John Lewis and sometimes Asda. We go to JJB Sport too sometimes.
	P.7	AR	11	_
		TO	11	Catalogues or John Lewis. Sometimes JJB sport.
		IA	10	We go to the shops. (*What shops*?) JJB and John Lewis and mmm, oh yes, Fat Face. Oh, sometimes we go to Marks and Spencers but they're boring, they're for little kids.
		SE	10	We get a lot of new things before I go back to school in summer and I get some for Christmas too.
		EU	11	
1.4. Who do you go shopping with?	P.6	CA	9	Mum
		AR	8	Mum
		AN	8	Mum Yes but mainly my parents.
		AC	9	Mum. Sometimes I go with my brothers.
		SA	8	Mum. And my friends, sometimes my sister.
	P.7	AR	11	Dad and my little brother.
		TO	11	Mostly my mum buys what I need from catalogues.
		IA	10	Mostly mum.
		SE	10	Mum
		EU	11	Mum
1.5. Do you know what you want before you go out shopping?	P.6	CA	9	Yes. *(How?)* When I get too big for something or it's worn out.
		AR	8	When we go into town we see what there is then I might get something.
		AN	8	-
		AC	9	Depends. (*On what*?) On what I'm doing. (*What do you mean*?) Well sometimes I need something new because my swimming shorts are too small. Yes, we browse before. (*Where do you browse*?) In town and that.
		SA	8	I know like roughly what I want to get. Then when I get……I see what I want there.
	P.7	AR	11	Usually. Yes.
		TO	11	Yes. I see what I want before I buy it from the catalogue. My mum just goes to the catalogue whenever I need something like if I've grown out of it or my rugby shirts are ripped.
		IA	10	Sometimes, but sometimes we just see things and mum says 'that'll do for swimming or something' like tennis.
		SE	10	Yes, if I need something we go to get it.
		EU	11	Sometimes my mum brings stuff in. (*Do you like what she brings in*?) Yes, it's okay, it's usually what I like anyway.

2. Do you enjoy shopping for sportswear?	P.6	CA	9	Depends on what for. (What about sportswear?) It's okay.
		AR	8	I don't like it, it's boring.
		AN	8	I like food shopping
		AC	9	Yes, it's boring if you don't get anything for yourself. I like to go shopping if I can go to the games shop too.
		SA	8	It's okay if you're getting something and it's not just for someone else, or you don't get anything.
	P.7	AR	11	Depends on shop. I like JJB sport but don't like Matalan or Asda (*suggesting parents shop at all*).
		TO	11	I kind of like it but prefer ordering from catalogues. It doesn't take ages to get what you want.
		IA	10	No. It's really boring. When we go into the shops my mom takes too long in them.
		SE	10	Yeah.
		EU	11	It's okay if you can go to the games shops too.
3. How do you find out about what brands of sportswear are out there in the shops?	P.6	CA	9	Shop windows when I'm out with my dad and big brother. Yeah all those.
		AR	8	Yes, comics. On the back pages there's ads
		AN	8	TV (*What do you see on TV?*) Well the sportsmen usually wear the logos. (*What logos*?) Nike and adidas.
		AC	9	On the internet. (*Where on the Internet*?) On games. You see some brands on games, like XBox 360 games.
		SA	8	Yes, shop windows. An in mags. (*What mags*?) Futurama. Horse.
	P.7	AR	11	Ask people at school where they got stuff. (*What stuff*?) They're football boots and that.
		TO	11	I see from catalogues mainly.
		IA	10	You see what others have got but then you see in town too. You see more in the shops.
		SE	10	-
		EU	11	Yeah, in shops.
4. I'm going to ask about what influences your choice of brand? Is it: 4.1 Cost (High. Low?)	P.6	CA	9	Saltrock is more expensive than most. (How do you know?) I see the cost when dad and I buy them, they're dearer than adidas.
		AR	8	It doesn't matter as long as they're comfortable.
		AN	8	Yeah.
		AC	9	Yeah
		SA	8	Yeah
	P.7	AR	11	If it got too expensive then I would stop wearing it.
		TO	11	Mine are. Catalogues can be more expensive than the shops. (*Who says?*) My mum.
		IA	10	I don't care about the cost if it's comfortable and good.
		SE	10	Yeah
		EU	11	Yeah. But if it's cheap it's rubbish. (*How do you know*?) My mom says clothes from supermarkets are not good. They don't last long because they're cheap.

4.2 Your friends wear the brand?	P.6	CA	9	I don't care, it's good to stand out sometimes especially if you've got the best. (*What is the best*?) Nike. (*Why is it the best*?) Michael Jordan wears it and it's everywhere.
		AR	8	-
		AN	8	-
		AC	9	-
		SA	8	If all your friends have got it wear a little like your friends sometimes.
	P.7	AR	11	Good. (What do you mean good?) Then they've got good taste.
		TO	11	I would still wear my brands.
		IA	10	Good, they're good brands.
		SE	10	-
		EU	11	-
4.3 What if none of your friends wear the brand?	P.6	CA	9	If I was a bit younger then I'd have to wear what mom says. When you're older you can choose your own to wear.
		AR	8	I usually tell my mum so I wear what I want. (*What do you tell your mom*?) I tell her if I see my friends wearing something I like. (*And does your mom buy the same as your friends*?) Sometimes.
		AN	8	Same
		AC	9	Same
		SA	8	Same
	P.7	AR	11	I'd still wear what I like. I wouldn't stop wearing my favourite brand. I'd still want to be stylish.
		TO	11	I'd still wear mine.
		IA	10	I don't care. My brands are good quality and they're comfortable.
		SE	10	-
		EU	11	-
4.4 I'll be different from everyone else?	P.6	CA	9	Still wear my brands.
		AR	8	
		AN	8	If I really didn't like something, say what my mum bought, I'd say I don't like it. (W*hat would your mom do then*?) She'd change it if I really didn't like it.
		AC	9	
		SA	8	My mum says I've got to wear what I've got, it doesn't matter what others have got.
	P.7	AR	11	Me too (*Agrees with TO*).
		TO	11	I don't care. I like to be 'unique'. (*What do you mean*?) Different. It's boring if everyone is the same.
		IA	10	I don't care.
		SE	10	
		EU	11	
4.5 Do you mind being different from everyone else?	P.6	CA	9	No.

		AR	8	No
		AN	8	No
		AC	9	No
		SA	8	No
	P.7	AR	11	No. Yeah, boring (to be the same).
		TO	11	So I don't care. I like to be 'unique'. (*What do you mean?*) Different. It's boring if everyone is the same.
		IA	10	No. Yes, I don't care if they're different from me 'cause sometimes we're the same, sometimes different, it's normal.
		SE	10	-
		EU	11	-
4.6 You saw a good advertisement for another brand. Would you want the other brand? Would you want to buy the other brand?	P.6	CA	9	(*What if the advert wasn't for Nike or adidas*?) Well I just like what I like.
		AR	8	Yeah
		AN	8	Yeah
		AC	9	Me too, I just wear what I've got.
		SA	8	Some adverts are good. (*Which ones*?) Like Nike and adidas. (*Does it make you want to buy the clothes*?) Sometimes, I guess.
	P.7	AR	11	I'd still wear my brands. It depends what you need it for doesn't it? (*What do you mean*?) Well if you need it for tennis you'd wear tennis gear. (*Wouldn't any brand do*?) No, it's got to be whites. (Don't adidas or Nike do whites?) Yeah, but Fred Perry's the best they've been doing tennis gear for ages. (*Who says they're the best?*) My dad.
		TO	11	No. Some adverts are really good but the clothes aren't. (*Can you think of any*?) Yeah, the advert for Levi's is good but they're not for sports.
		IA	10	I like the Reebok ads. They've got lots of different sports in them. (*Do you wear Reebok*?) Sometimes.
		SE	10	-
		EU	11	-
4.7 People at school say your brand is not good? How do you feel?	P.6	CA	9	Yeah, we wear good brands anyway.
		AR	8	-
		AN	8	Well we all wear the something's the same. So they don't say stuff isn't good.
		AC	9	-
		SA	8	-
	P.7	AR	11	Well if everyone didn't like them. I'd ask why. (*And if they said your brands were no good what would you do?*) Well I might change to another brand if mine were really bad.
		TO	11	Mmm. I might stop wearing the brand then. (*Why*?) Because they might think their cheap like Asda's or Matalan's.
		IA	10	Well, they wouldn't say that. (And if they did?) I wouldn't believe them. (Why not?) Because my brands are

				good quality and they cost more than some others anyway. (*What others*?) Like Asda or Tesco's.
		SE	10	Yeah
		EU	11	Yeah
5. How do you feel wearing your favourite brand? Confident/not confident? Fashionable/not fashionable? Happy/not happy? Part of the crowd/team/not part of the crowd/team?	P.6	CA	9	Yes. Confident. I like my sports clothes, they're good quality. Some of my friends wear the same as me sometimes. But we don't just wear it for sports. We wear it to play in too. Happy. When you're in a team your part of the crowd. (*What about when you're out just playing*?) We wear what we want to play with our friends.
		AR	8	Yes, Confident. I like my things so I'm happy.
		AN	8	Yes, Confident. It's not exactly fashionable, it's for sports mostly.
		AC	9	Yes, Confident. It's okay. (*Do you feel you have to wear the same as them to play*?) No.
		SA	8	Yes, Confident. Well all new sportswear is fashionable, isn't it? And it's always new.
	P.7	AR	11	They're very, very good. Sports things aren't fashionable. (*But do you wear trainers, sports tops or trousers to just play or hang about*?) Well yes, but they're just any old things. (*What about when you go out to play or to the cinema or into town?*) Sometimes we're the same sometimes different. Like I wouldn't wear the same as my brother's wearing.
		TO	11	Yes, I like what I wear, they're good. Yeah, same with rugby. Yeah, I like my things….they're really good.
		IA	10	Nice. Yeah, they're just for sports. (*So do you only get your sportswear for sports? Do you wear them anywhere else?*) Well I do Karate and you don't wear them outside the Dojo. (*Happy?*) Nice. (*Nice*?) Yes. (*What do you mean nice? Pretty nice? Fashionable nice*?) Good, nice. (*Part of the crowd?*) Well, when we do karate we all wear the same.
		SE	10	Yeah
		EU	11	Yeah. Yeah, you only wear all the same when you're playing football or that.
5.1 How do you feel you're your brand compares to others' brands? Better than/not better than?	P.6	CA	9	Okay, the same I guess.
		AR	8	Yeah same.
		AN	8	Same
		AC	9	Yeah same.
		SA	8	Same. When I have things my dad brings from America it's good because everyone asks me where I got it. (*Do you feel those brands are better or the same as other brands*?) They're good, sometimes better. (*Why do you think they're better?*) Because nobody else has them.
	P.7	AR	11	Yes, we all wear good ones, Nike, animal, Surfhead and that.
		TO	11	Yeah
		IA	10	They're very, very, very good.
		SE	10	Yeah
		EU	11	Yeah

6. Do you prefer to wear the same brands your friends, family wear? Or do you have your own preferences?	P.6	CA	9	No. I wear what I've got. Most of my friends wear Nike or adidas anyway. Sometimes. If we're playing football then it's okay. But when I go out to play we wear what we like.
		AR	8	No. (*Do you like to wear the same brands your friends wear*?) I don't mind.
		AN	8	No
		AC	9	No
		SA	8	No. Sometimes it's good to stand out the best.
	P.7	AR	11	Depends. (*On what*?) On what I'm wearing them for.
		TO	11	It doesn't bother me.
		IA	10	I don't mind. TO and me sometimes have the same sweatshirts or shoes. We had the same hiking boots last time. Didn't we (*turns to TO*).
		SE	10	
		EU	11	
6.1. Does it matter if you wear or don't wear the same as others?	P.6	CA	9	No. Only if your playing in a team then you have to wear the team strip.
		AR	8	No
		AN	8	No
		AC	9	No. Sometimes if we're in a team then we all wear the same.
		SA	8	No
	P.7	AR	11	No.
		TO	11	No.
		IA	10	No.
		SE	10	No.
		EU	11	No.

Stage 1 Friendship Group Discussions by School – WPS

Questions	School	Respondent	Age	Responses
	WPS			
1. What sports brands to do you wear?	Comp. Class	RJ Ray	11	Lacoste, Fred Perry, Nike, adidas
		LE Les	10	Nike, Patrick
		LN Lorne	10	Nike
		MK Mickey	10	Nike, Reebok
		LI Liam	10	Nike
		KE Kim	10	Nike
1.1 . Who buys your sportswear?		RJ	11	I buy it myself. Sometimes my mum buys it. But sometimes my dad.
		LE	10	Usually it's my dad. He takes me out on Saturday.
		LN	10	My mum.
		MK	10	Mum.
		LI	10	My mum too
		KE	10	I'm not sure.
1.2 . How often do you go out shopping for sportswear?		RJ	11	Every month.
		LE	10	Every month too.
		LN	10	Sometimes.
		MK	10	Every week I go into town with dad, sometimes mum too.
		LI	10	We just go when it's for holidays. When we (me and my brother and sister) needs something for playing in or that.
		KE	10	Mmm, maybe once a month (*not sure*)
1.3 . Who do you go shopping with?		RJ	11	Mum and dad usually.
		LE	10	Mum and dad. But mostly my dad.
		LN	10	Usually my mum.
		MK	10	With dad, sometimes mum too
		LI	10	Mostly my mum.
		KE	10	My mum and sometimes with my mates.
1.4 . Do you know what you want before you go out shopping?		RJ	11	Sometimes. But sometimes I don't know what we're going for. Mum just says we need to go to JJB sports or something.
		LE	10	Ah huh. Dad usually says 'mum says you need new trainers' or something.
		LN	10	Ah huh. If I need something.
		MK	10	Nope. I just go and sometimes I get something for me, sometimes I don't get anything.

	LI	10	No. But my mum tells us what we needs.
	KE	10	Usually.
2. Do you enjoy shopping for sportswear?	RJ	11	Yes. We get to go for lunch at Pizza Hut and sometimes to the pictures or bowling.
	LE	10	Ah huh.
	LN	10	It's okay.
	MK	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.
	LI	10	It's okay.
	KE	10	Yes, I would like to get Nike.
3. How do you find out about what brands of sportswear are out there in the shops?	RJ	11	I see them on TV or on the computer or in the shops.
	LE	10	Look on TV.
	LN	10	TV too.
	MK	10	I watch TV and there are ads for lots of stuff. (Probing on what types of stuff'). Lots – toys, games, videos, clothes and that.
	LI	10	On the TV and in the shops.
	KE	10	I look in the shops.
4. I'm going to ask about what influences your choice of brand? Is it: 4.1Cost (High/Low?)			
	RJ	11	Yes. My mum says if it costs a lot it's better.
	LE	10	Me too. (*Agrees with RJ*)
	LN	10	Yeh.
	MK	10	Yeh, me too.
	LI	10	If it's too cheap I wouldn't wear it. (*Why not?*) Well it is rubbish and not good. It doesn't look right. (*What do you mean*?) It doesn't look like it's quality.
	KE	10	Yes, Reebok is expensive my mum says. (*So does that make it better?*) Yeh.
4.2 What do you mean by better?	RJ	11	My mum says it lasts longer and it's better quality.
	LE	10	-
	LN	10	-
	MK	10	Well if you spend loads on something it should be the best, shouldn't it?
	LI	10	-
	KE	10	The style, the colours………..look (*points to Ad*).

4.3 Your friends wear the brand?		RJ	11	Sometimes. I don't really care.
		LE	10	No. I don't care what my friends wear.
		LN	10	Ye, I got the same as XX (*names friend*)
		MK	10	Well, if everyone was wearing say Nike I wouldn't want to go with them if I was wearing Reebok. They might not like Reebok. Then they'd call me names, wouldn't they?
		LI	10	I wouldn't care. I like the brands I wear the best anyway.
		KE	10	Yes, they'd have good taste too, wouldn't they?
4.4 None of your friends wear the brand?		RJ	11	I don't care.
		LE	10	I don't care what they are wearing.
		LN	10	Me too (*indicates doesn't care also*)
		MK	10	Well I wouldn't care if I had the best one on (*Probes on what he considers is the best brand*). Nike or say adidas.
		LI	10	I would still wear my brands.
		KE	10	Then they'd have bad taste, ha, ha!
4.5 I'll be different from everyone else?		RJ	11	Sometimes. But it's good if I have something my friends don't have 'cause then they want what I've got.
		LE	10	So? (*Indicates he doesn't care if he is different*)
		LN	10	Rubbish (*disagrees with RJ*). I don't want what you've got. I don't care if I'm different or the same. It's what you want it for, isn't it?
		MK	10	Well it depends, doesn't it? (*Probes - On what?*) On what your doing like. Like if I'm playing in the team (football) then you need to wear the same, but if I'm going out to play then I can wear what I want, can't I?
		LI	10	I don't care either.
		KE	10	So, I would still wear the brands I like too.
4.6 Do you mind being different from everyone else?		RJ	11	No
		LE	10	No
		LN	10	No, but I don't care when we're the same too.
		MK	10	I'd sill wear what I want.
		LI	10	No. Not if I'm wearing the best anyway.
		KE	10	Nope.
4.7 You saw a good advertisement for another brand. Would you want the other brand?		RJ	11	Yea. I saw Nadal and he was advertising Nike. I like Nike.
		LE	10	Yea, me too (*agreeing with RJ*)
		LN	10	Yea, if it was a good brand. (*Probed on what is perceived as a good brand*). You know, Nike or adidas or

				something.
		MK	10	No I don't care what the ads say. I like the ones that are the best even if there isn't an advert on TV.
		LI	10	Well if there were no adverts for our brands then we wouldn't know, would we? So we'd just have to wear what there was.
		KE	10	Not really, I don't think. Only if it looked really good. (*What do you mean?*) Expensive.
4.8 People at school say your brand is not good?		RJ	11	I don't care. I now my clothes are good.
		LE	10	So!
		LN	10	-
		MK	10	So, I'd still wear what I like.
		LI	10	Yeh, I'd still wear mine too. What do they know?
		KE	10	What do they know? I'd still wear my brand.
5. How do you feel wearing your favourite brand? Confident/not confident? Fashionable/not fashionable? Happy/not happy? Part of the crowd/team/not part of the crowd/team?		RJ	11	I feel confident and fashionable 'cause my mom knows what's new. I'm happy 'cause my friends always ask where I got it.
		LE	10	Yep. I'm confident and fashionable and happy and I play in the football team.
		LN	10	I'm really confident and happy. My mom always gets me new things like. So I'm okay, sort of in with my friends.
		MK	10	I'm okay (confident) and I like what I'm wearing now (happy - shows Nike trainers). So my things are good (pause) but I wouldn't say fashionable, not 'trendy', just good quality, the best. But I like Reebok too. They're really cool. (Emphasis on 'really').
		LI	10	Okay.
		KE	10	I really, really, really like Reebok. (*Confident, happy, good about himself in his brand*). Reebok's the best (*superior*).
5.1 How do you feel you're your brand compares to others' brands? Better than/not better than?		RJ	11	No difference. We just wear different things.
		LE	10	Mine are the best (*Indicates high degree of superiority*)
		LN	10	Just the same, yeh.
		MK	10	The best.
		LI	10	Just the same (*okay*)
		KE	10	Much better (*superior*)
5.2 . Does it matter if one of you likes one brand and another of you likes a different brand?		RJ	11	No, I don't care what my friends wear.

		LE	10	Nope.
		LN	10	No.
		MK	10	Nope.
		LI	10	No.
		KE	10	No.
6. Do you prefer to wear the same brands your friends, family Or do you have your own preferences?		RJ	11	Sometimes. My cousin is older than me. He's 15 and he's always cool.
		LE	10	Never. No. Well sometimes 'cause I play in the football team and we have to wear the same boots and stuff.
		LN	10	Not really. Just sometimes when I'm playing football.
		MK	10	If we're playing in the team – yeah. But when we're out playing I don't care.
		LI	10	Not bothered.
		KE	10	Only if they're the same as me.
6.1 . Does it matter if you wear or don't wear the same as others?		LE	10	No.
		LN	10	No.
		MK	10	No.
		LI	10	No.
		KE	10	No.
6.2 So does it matter if you wear the same as others?		LE	10	No.
		LN	10	No.
		MK	10	No.
		LI	10	No.
		KE	10	No.
		LE		

Stage 1 Friendship Group Discussions by School – WRP

Questions	School	Respondent	Age	Responses
1. What sports brands to do you wear?	Comp.	YA Yusuf	11	Nike and adidas
		RE Ralph	10	Mostly adidas or Nike
		JA Jaiden	10	Puma
1.1 Who buys your sportswear?		YA	11	Mostly mum (*And you Jakob*?)
		RE	10	Yeah, my mum and dad. But like if it's a really cheap top which my dad doesn't want to pay for I just pay for it myself. (*Do you*?) Have you got lots of pocket money then?) Not really. (*So you pay for your own sportswear*?) Well, not usually, but I pay for one's my dad doesn't want to buy if I really like it.
		JA	10	Yes, mom normally
1.2 How often do you go out shopping for sportswear?		YA	11	(*And how often do you get new sports clothes*?) Whenever I need them.
		RE	10	Mm, could be about once a month. (*Once a month? When you need it or just when you want something new?*) Eh, sometimes I need goaly gloves 'cause I'm a goaly and get all messy. So I need to get things more often like shin pads and boots and that. (*What about actual sports clothes? Do you buy them often?*) I have my clothes for quite a while.
		JA	10	Well I just go around when I've nothing else to do but usually I need to go to the shops every month for new gum guards for my rugby team.
1.3 Where?		YA	11	Yes, we go to JJB too [YA11]
		RE	10	Well when I was coming back from France – in a ship – can't remember what it's called………but usually I go to JJB's.
		JA	10	Yeah, JJB and Sportsworld.
1.4. Who do you go shopping with?		YA	11	Well, I live just beside JJB's, cause I live in Montrose. So I just go myself 'cause I'm practically just beside it. (*You go by yourself?*) Well my mum gives me money. (*Do you go with any others? Brother/Sister/Friend*?) Well I go with my cousins a lot and my aunt. (*And are your cousins older or younger than you?*) Yeah, my cousin's 16. (*And do you choose your sports clothes or does you cousin or aunt choose?*) They just suggest things and if I'm happy then I'll take that but usually I choose myself.
		RE	10	I usually go with my mum to JJB sport or Sports World.
		JA	10	I go with my parents. (*Do you get to choose what you want or do your parents choose*?) I get to choose most times.

Question		Code	Age	Response
1.5. Do you know what you want before you go out shopping?		YA	11	I usually say 'mum can we go to JJB 'cause I need a new football top' and my mum will say 'oh you need a ………. I need more gum guards or that. (*So you tell her you need something and then she remembers you need other things too?*) Yes.
		RE	10	Well, when I need new shin pads or that I just like go to JJB and pick up what's there.
		JA	10	I just choose what I like when I get there.
2. Do you enjoy shopping for sportswear?		YA	11	Yeah. (*Why, what's is good about it*?) Well, sometimes you get to go with friends or go to games shops too.
		RE	10	Yeah.
		JA	10	Yes, it's fun.
3. How do you find out about what brands of sportswear are out there in the shops?		YA	11	Yeah, 'cause there's like signs saying adidas shirts and that. I can see it on the T-shirt when you buy it.
		RE	10	Well you just really get it. (*Where? How*?) You look at the tags and that. (What *do you mean by 'tags'?*) On the tops and in the shops and that. (*So you find out about brands in on labels and in shops? Anywhere else*?)
		JA	10	Yeah, 'cause there's like signs saying adidas shirts and that.
4.. I'm going to ask about what influences your choice of brand? Is it: 4.1 Cost (High. Low?)		YA	11	Well all of the Nike I got was quite cheap 'cause I got one at one time, a football top, that was only £5 and eh, usually it depends on the price.
		RE	10	If it would be about £50 for a top I probably wouldn't get it. If it was like maybe £10, I'd maybe get it.
		JA	10	If I like it I would just ask for it. I can't buy more than £30.
4.2 What do you mean by better/cheaper?		YA	11	-
		RE	10	-
		JA	10	-
4.3 Your friends wear the brand?		YA	11	Well I've got a friend who's got the same as me and he knows Nike and eh, quite a lot of people in our class wear Nike. (*So do you like to wear the same as your friends or do you prefer to wear something different*?) I don't mind either way.
		RE	10	I don't really care. (*What about your friends*?) We wear a mix.
		JA	10	Yes, I don't mind.
4.4 What if none of your friends wear the brand?		YA	11	Well I feel fine……okay.
		RE	10	(*How would you feel*?) I don't know…..just normal.
		JA	10	I feel like Sudaski. (*The football player*?) Yes. (*Why?*) He's the best player and he wears Puma.
4.5 I'll be different from everyone else?		YA	11	I don't care. Sometimes we're the same, sometimes different.

	RE	10	Yeah. It doesn't matter what we wear……the same or different.	
	JA	10	Yeah.	
4.6 Do you mind being different from everyone else?	YA	11	-	
	RE	10	-	
	JA	10	-	
4.7 You saw a good advertisement for another brand. Would you want the other brand? Would you want to buy the other brand?	YA	11	I like mine anyway.	
	RE	10	Not really.	
	JA	10	-	
4.8 People at school say your brand is not good? How do you feel?	YA	11	Well it doesn't matter what they think.	
	RE	10	I like my brands anyway.	
	JA	10	Yes, I don't care.	
5. How do you feel wearing your favourite brand? Confident/not confident? Fashionable/not fashionable? Happy/not happy? Part of the crowd/team/not part of the crowd/team?	YA	11	Sometimes if it's good clothes and I don't want to get them wrecked…….if it's a good top I want to keep good and try not to get it dirty. Then I look after it better 'cause I like to wear it.	
	RE	10	Yeah, you feel good when you've got something new and it's 'fresh', it's good. (*Fashionable?*) A bit…..if it's new. Sometimes you buy new ones you feel 'cool'. (*Part of the crowd*?) Yeah, especially when you're playing in the team.	
	JA	10	Yeah. Yeah. (*Happy*?) I'm happy.	
5.1 How do you feel you're your brand compares to others' brands? Better than/not better than?	YA	11	Same.	
	RE	10	Yeah, same	
	JA	10	Yeah, same	
6. Do you prefer to wear the same brands your friends, family wear? Or do you have your own preferences?	YA	11	But it's good to have something new sometimes when nobody else has it.	
	RE	10	Don't mind.	

		JA	10	-
6. 1. Does it matter if you wear or don't wear the same as others?		YA	11	Doesn't bother me.
		RE	10	Yeah, I just say people like different things.
		JA	10	-
6.2 So does it matter if you wear the same as others?		YA	11	No
		RE	10	No
		JA	10	No

APPENDIX 13

Projective Drawings by School, Child, Age

School: BA

Class: Primary 6

Caden, CA 10

What happens next?

Put it back in the house And Run into the car.

Euron, EU 10

What happens next?

wear it and tell them to be quiet

Jamie, JA 10

What happens next?

Shurg shorlders

get into car

getin
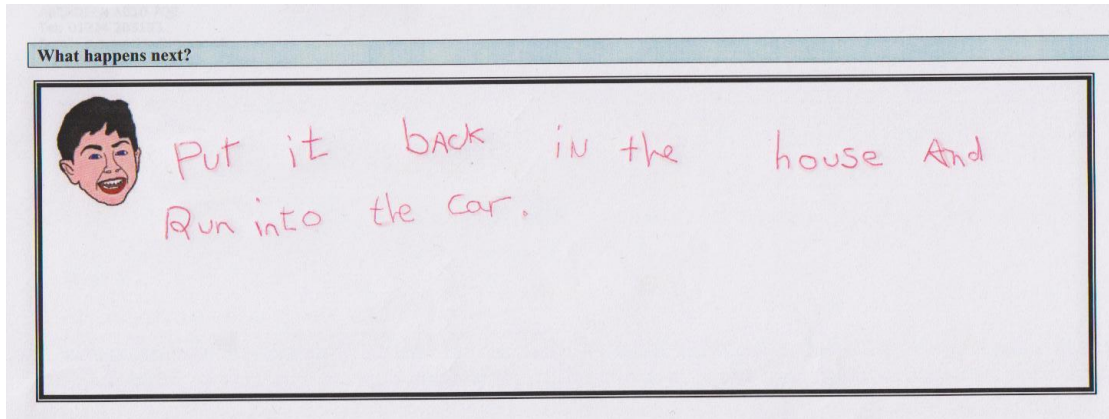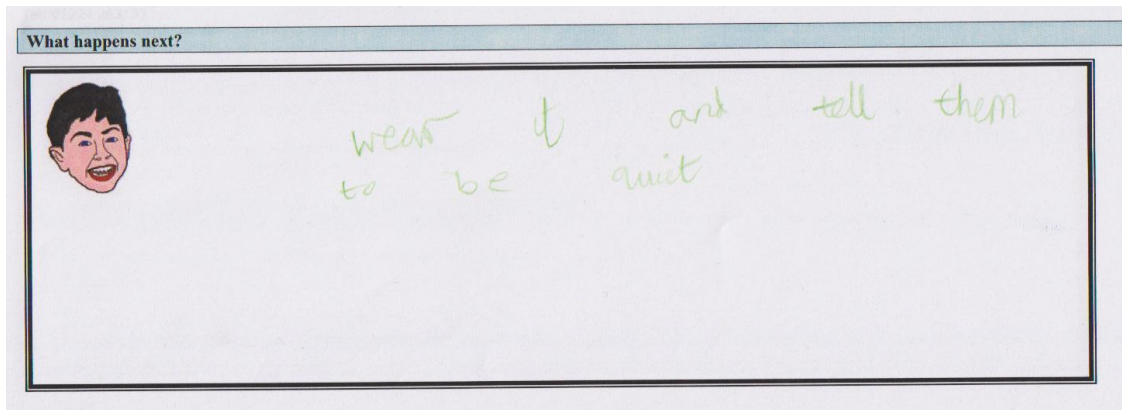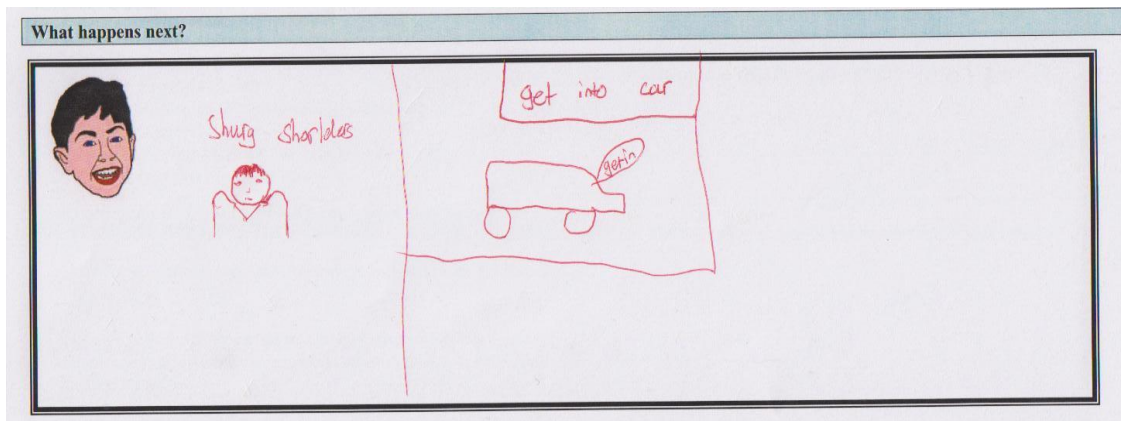
Leeroy, LE 9
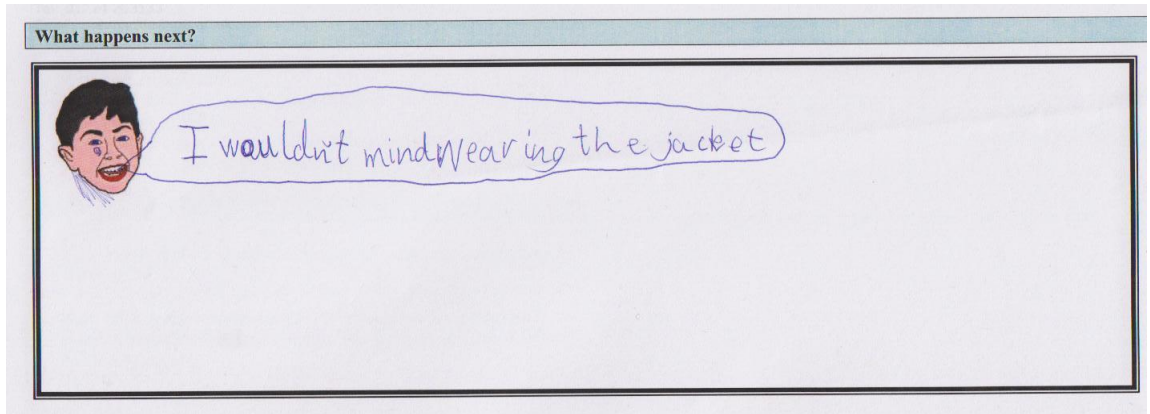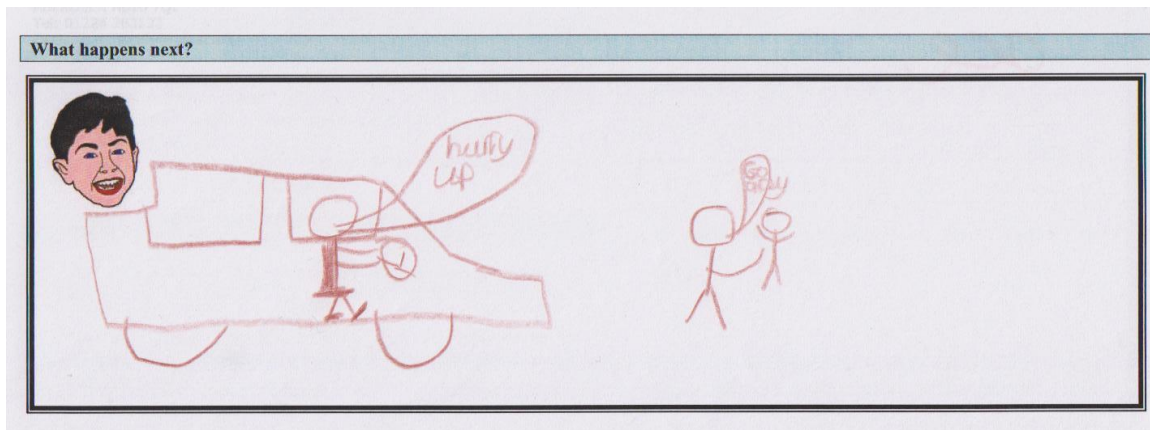
Sandy, SA 10

Steve, SC 10
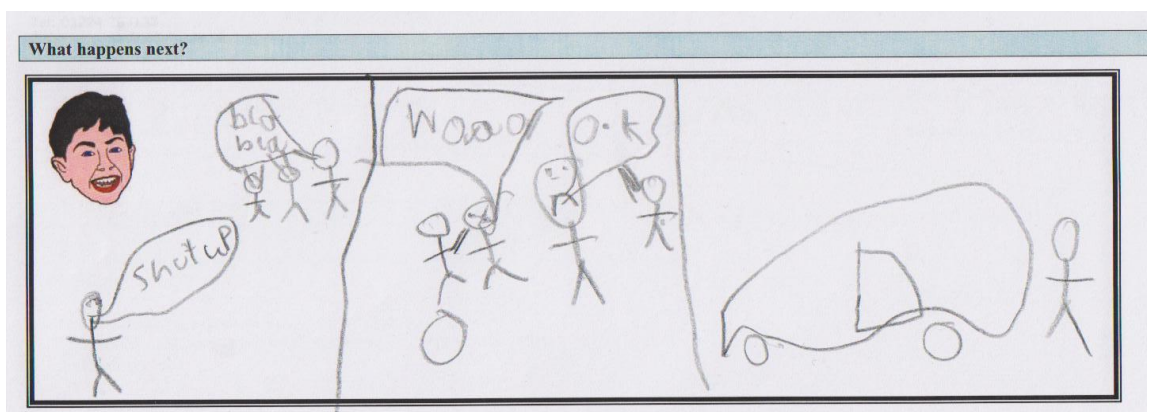
Class: Primary 7

Cammy, CA 11
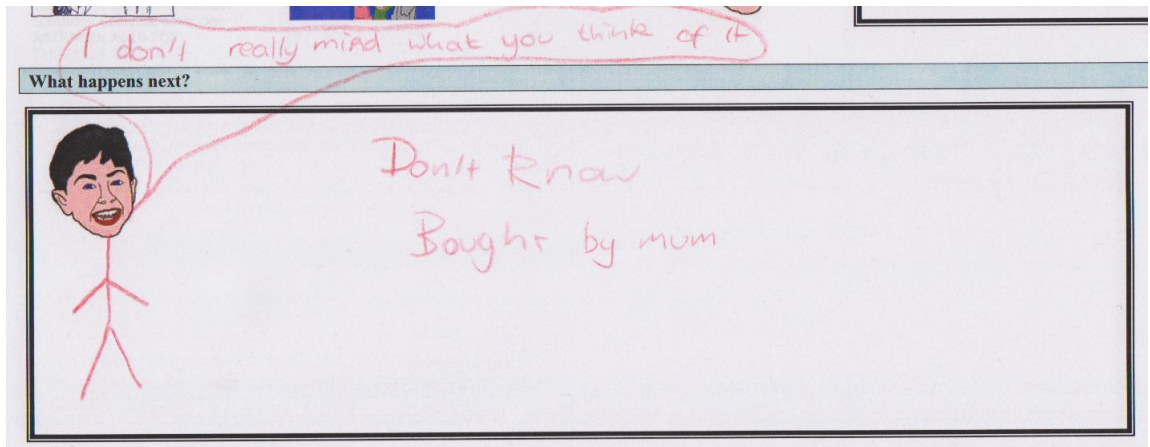
Gordy, GR 11
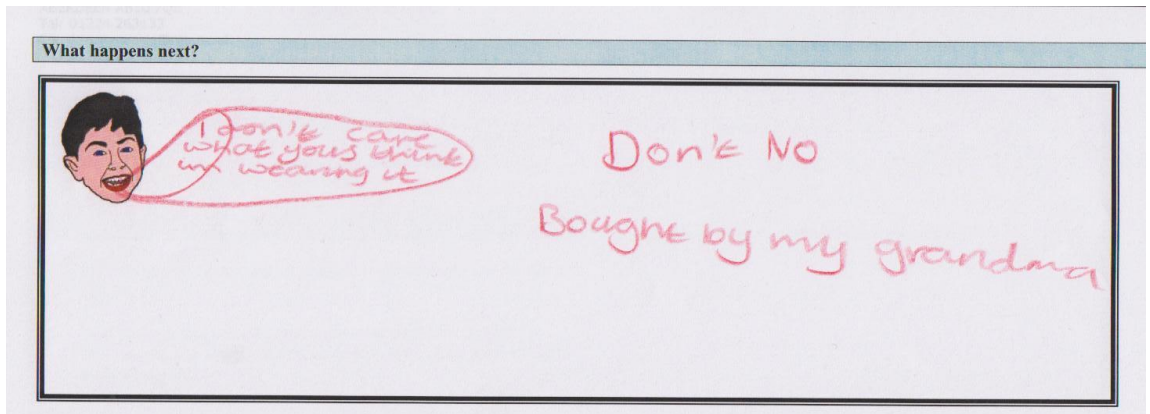
Olly, OL 10
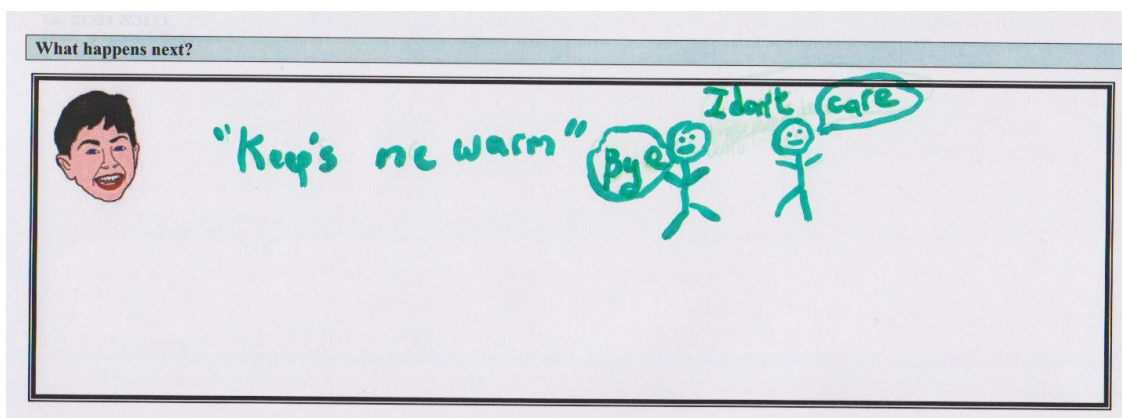
Pete, PE 11
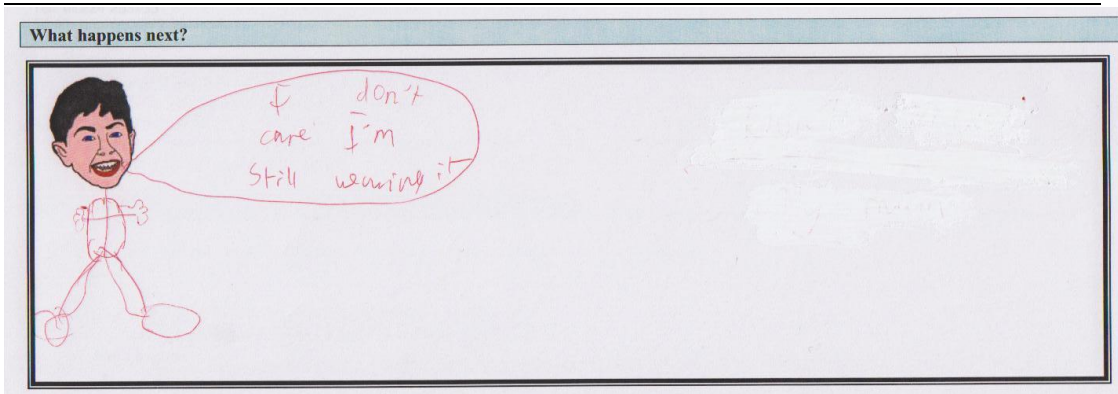
Simon, SC 11
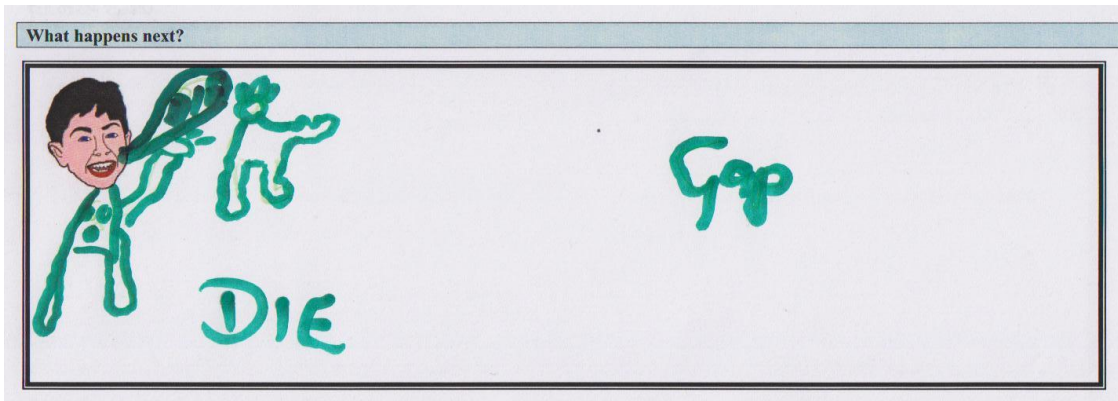
Sam, SE 10
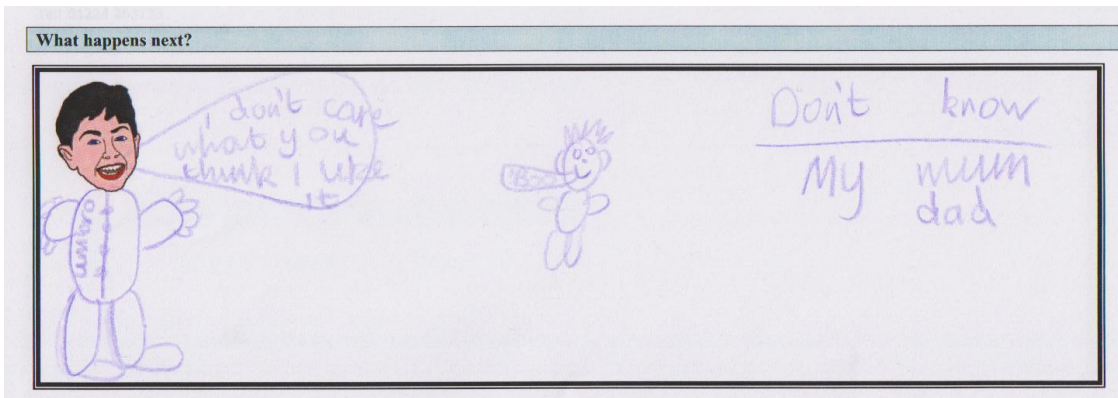
Sandy, SA 10

Cain, CA 11
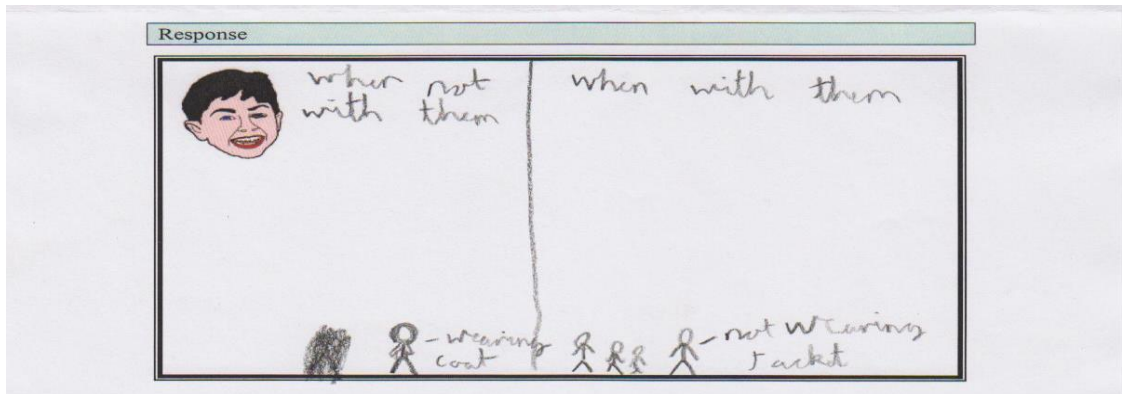
Jimmy, JI 10
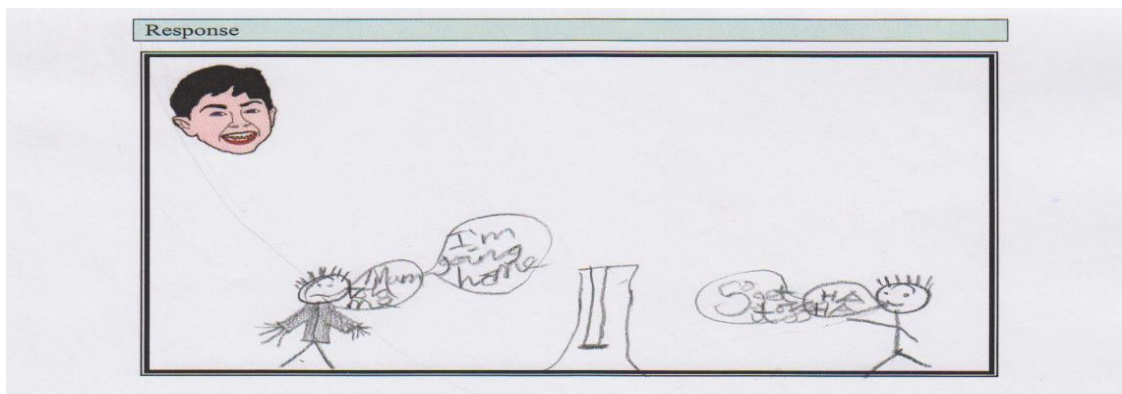
Olly, OS 10

Class P.7:
Dan, DA 11

Eddy, ED 10
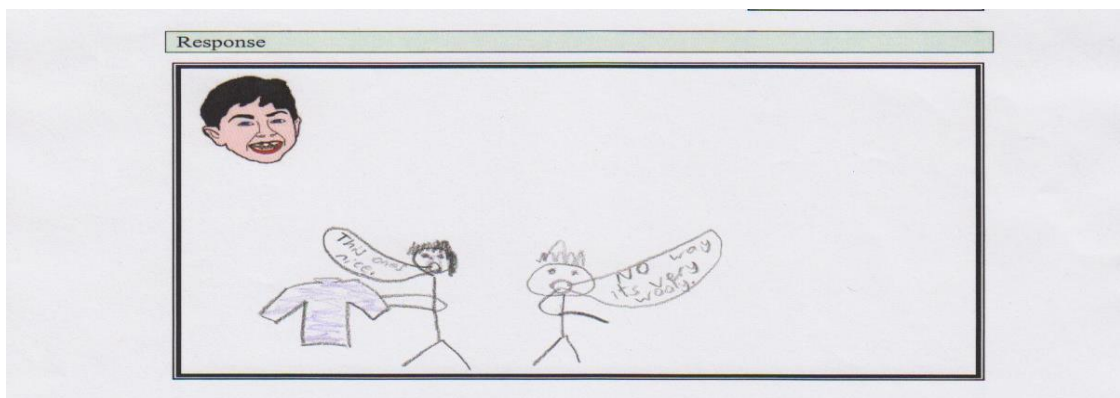
Chuck, CH 11
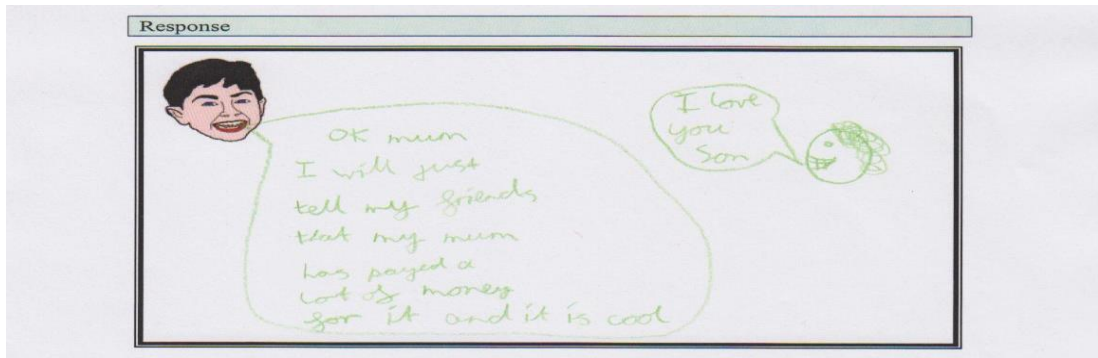
Mark, MA 10
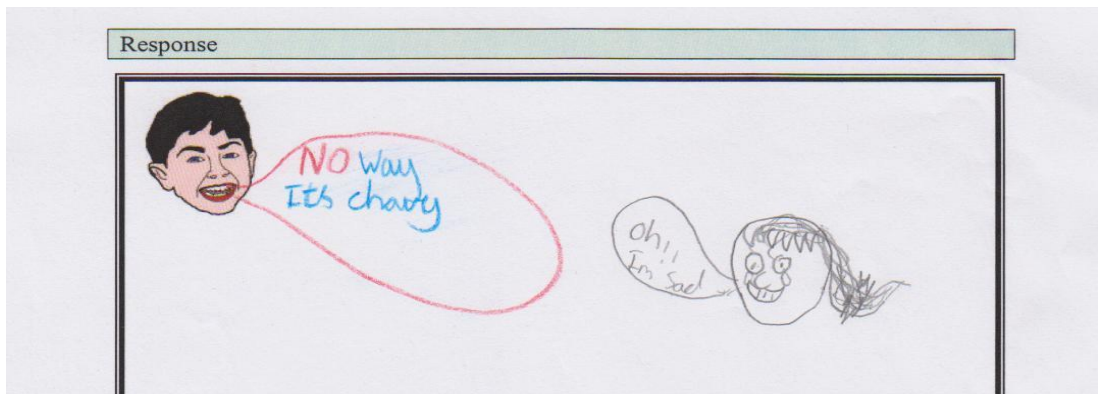
Benny, BE 10
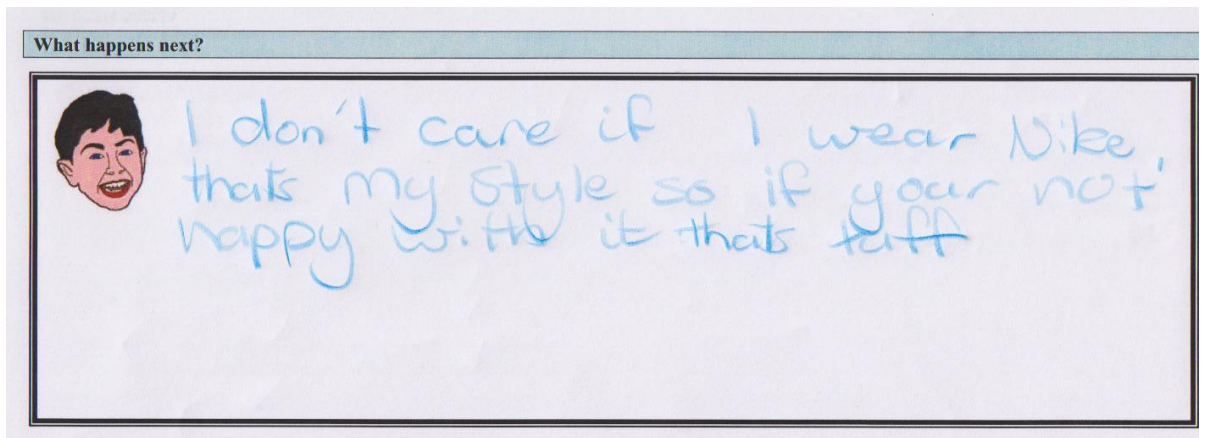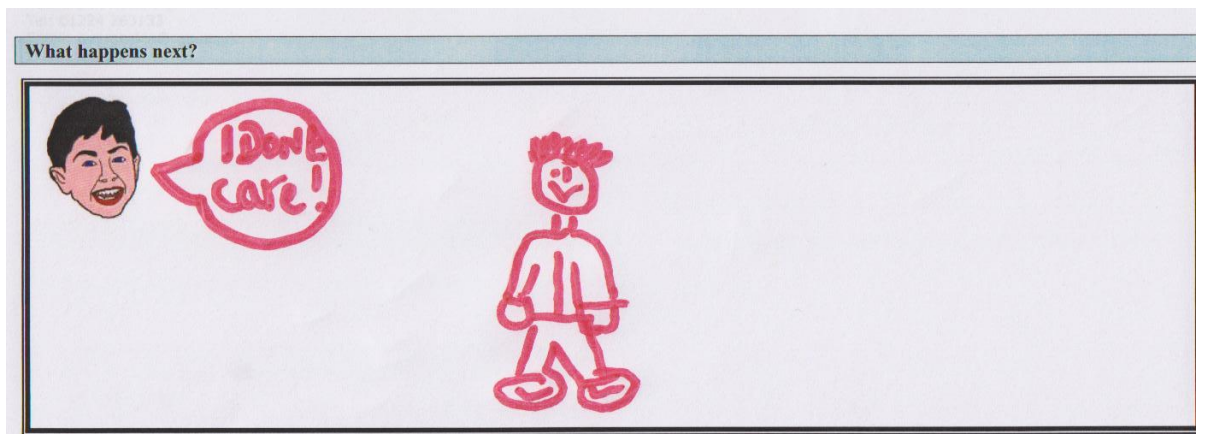
What happens next?

I don't care if I wear Nike, thats my Style so if your not happy with it thats tuff

Frank, FR 9

What happens next?

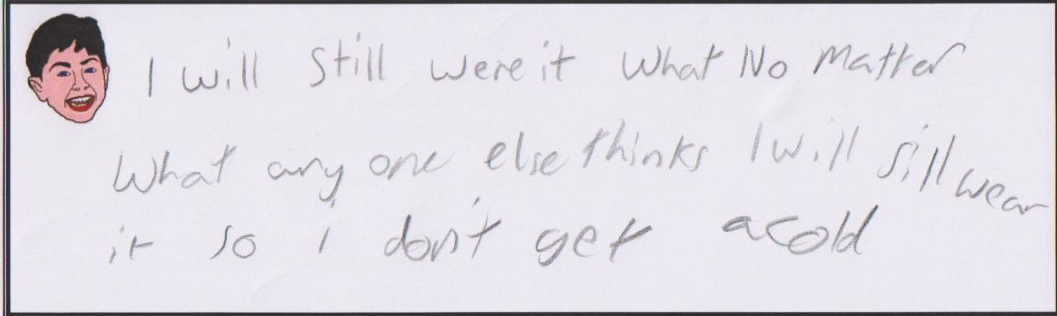I Don't care!

Kenny, KY 10

What happens next?

I Dont cerr What ilLor people think
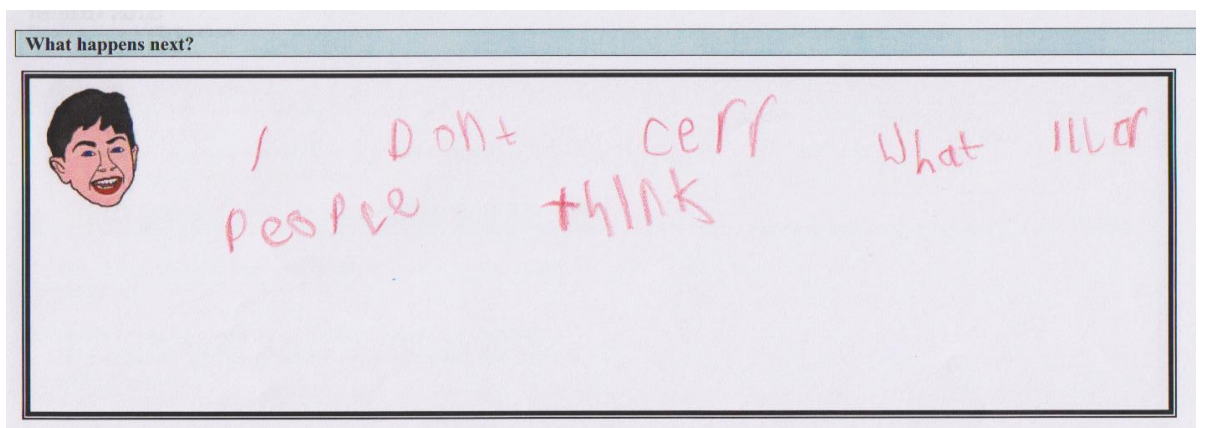
Reid, RE 10
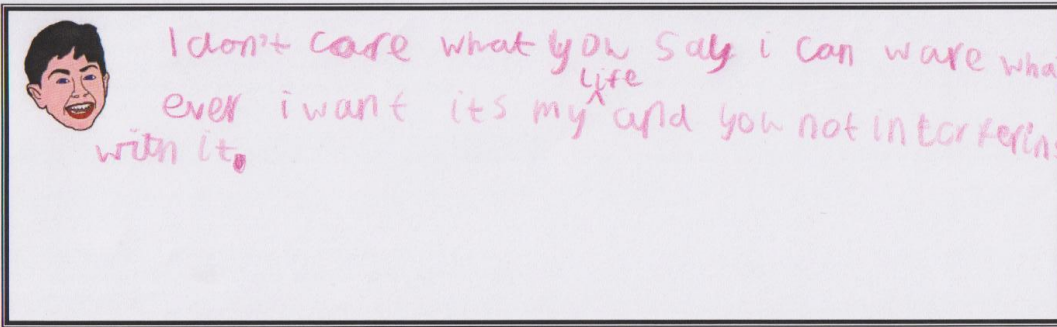
I will still were it what No matter what any one else thinks I will sill wear it so i don't get a cold

Primary 7:

Abe, AD 11
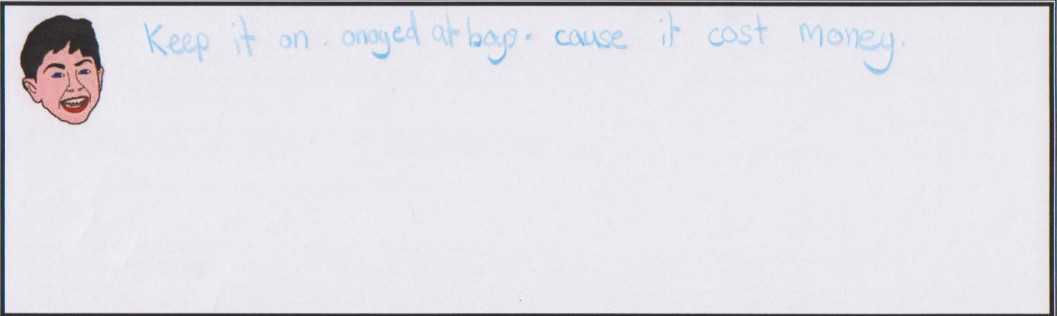
I don't care what you say i can ware what ever i want its my life and you not interfering with it.

Craig, CR 11

Keep it on. onoyed at bags. cause it cost money.

Jade, JO 10

What happens next?

Keep on the same stuff It's not up too others it's up too yourself. Don't just change because others said so.

Sam, ST 10

What happens next?

I would not wear it around those people.But I would tell my mum what they said and ask for other braird/Annoyed/Boys/mum/upset/mum

Steve, ST 11

What happens next?

Keep on some stuff warm stuff because It woud be cold So I will keep It on.

Alastair, AC 09
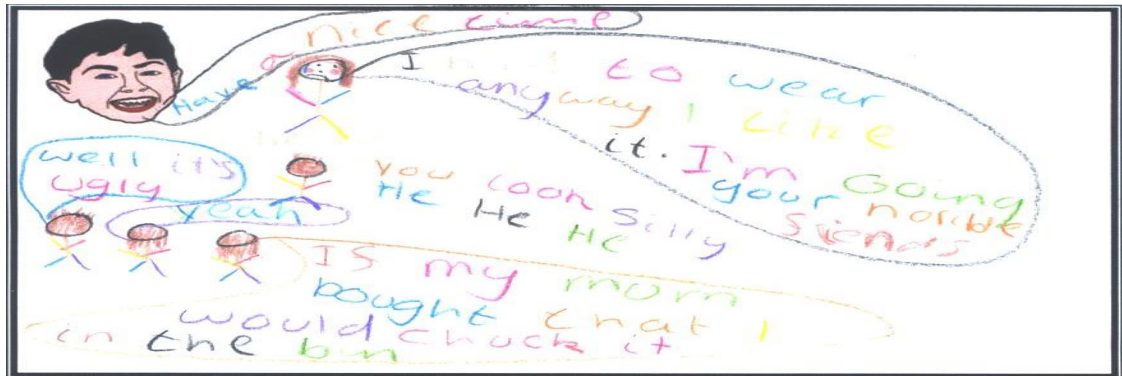
Charlie, CA0 9
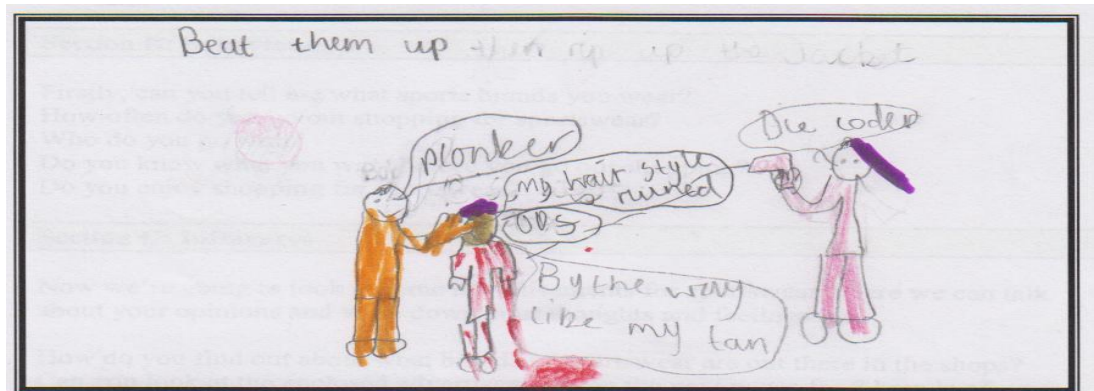
Arty, AR 08
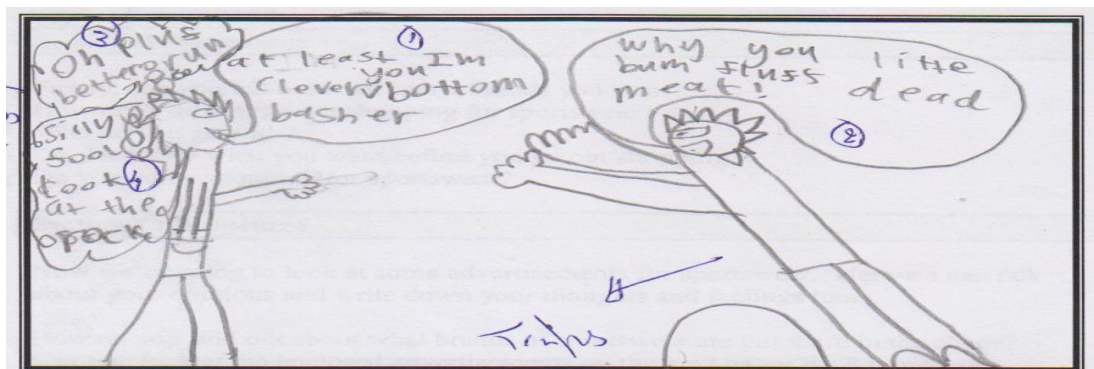
Toby, TO 11
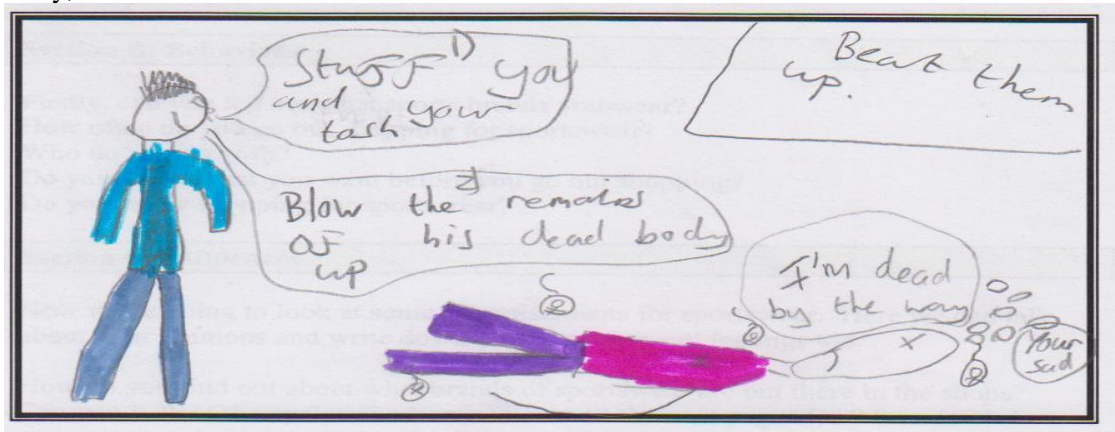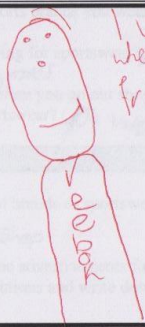
School: WPS
Class: Composite P. 6&7

Kim, KE 10

What happens next?

I would follow what my mum says and I don't care what my friends wear and I will not follow what my friends says me to putne off.

reebok

Les, LE 10

What happens next?

I would just wear what my mum told me because it's to keep me warm. And I don't care what my friends think. The adverts

MY FAVOUrites

Liam, LI 10

What happens next?

as long as it keeps me warm.

Lorne, LN 10
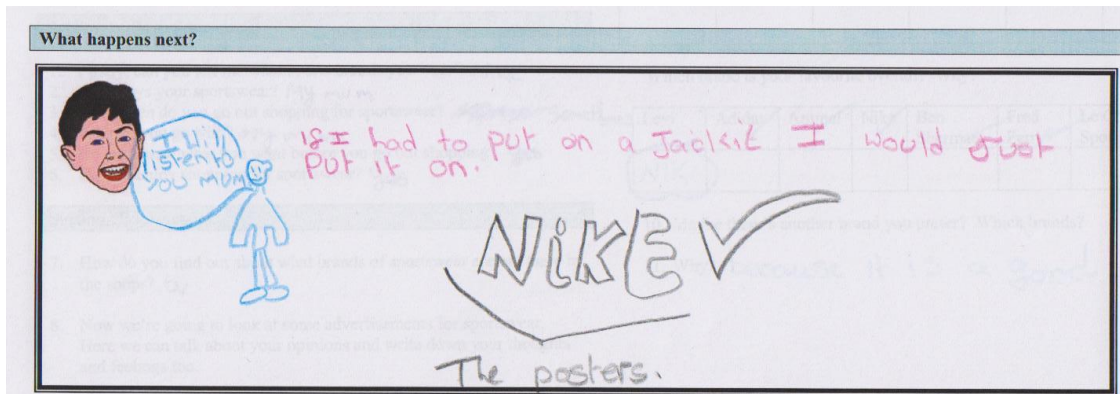
Mickey, MK 10
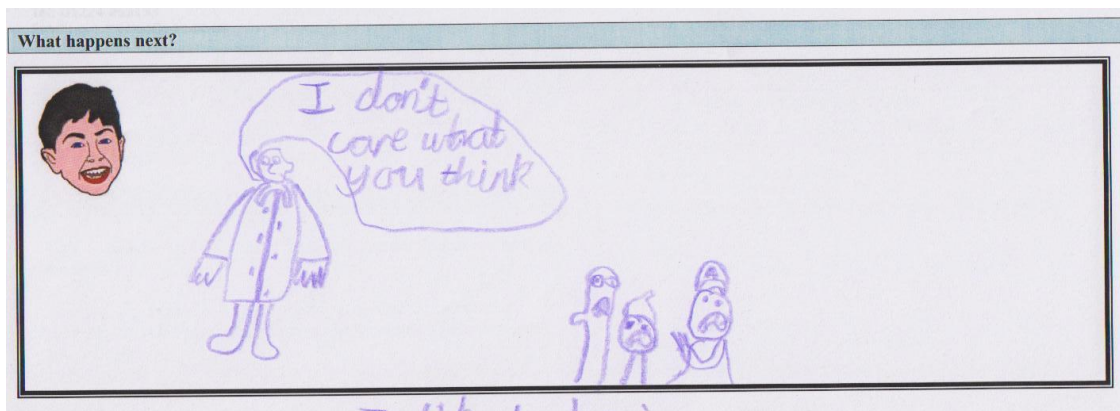
Ray, RJ 11

Jaiden, JA 10

Ralph, RE 10
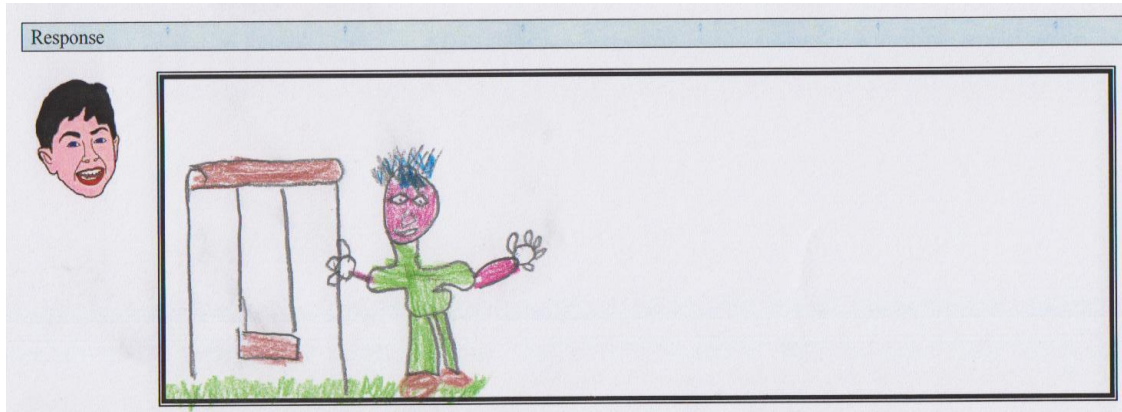
Yusuf, YA 11

Surface Level Information Coding

Code	Label
AP	Agency theme
AT	Agent theme
OS	Socialization
SI	Social interaction
Mo	Mother
Fa	Father
OFM	Other family member
Fr	Friends
CB	Consumption behaviour
I	Independent decisions
PNI	Prior need identification
Si	Self-identification
O	Other
NPNI	No prior identification
C	Collective
FR	Frequency
W-F	Weekly-Fortnightly
MO	Monthly
SE	Seasonally
AN	Annually
AD	Ad-hoc
PP	Place of purchase
LR	Local retailers
OL	Online
CA	Catalogue
OS	Other source
CO	Communication
BK	Brand knowledge
LC	Limited to common brands and local retailers
EB	Extensive beyond common brands/retailers
CS	Communications source
Sc	School environment
ME	Media
TV	Television
PR	Print
PO	Poster
SH	Shops
FI	Family influence
FMI	Family member influence
Sib	Sibling
Ex	Extended family member
FMI	Family member involvement
Md	Mother decisions
Fd	Father decisions
EXD	Extended family member decisions
PI	Peer influence
TPI	Type of peer influence
CT	Coercive/Threatening
Re	Recommendation
PIn	Peer involvement
Co	Collusive
MI	Media influence

MIn	Media involvement
NC	Non-committal
AS	Aspirational
ScI	School influence
OB	Observation
NR	Negative response
PR	Positive response
SCC	Self-concept construal
SE	Self-esteem
HPQA	High price/quality associations
PC	Personal confidence
PeC	Peer compliance
PaC	Parent compliance
NB	Normative behaviour
Con	Confident
LCon	Lacks confidence
SB	Social behaviour
ER	Emotional response
PER	Positive emotional response
PF	To parent/family member
Pe	To Peer
SE	To shopping Experience
NER	Negative emotional response
RA	Rationalization
CoR	Cognitive response
AR	Autonomous response
QR	Questioning response

Deeper Level Information Coding

Code	Label
SR	Social roles
RR	Relationship roles
RA	Respect for parents
RP	Respect for peers/school
AN	Attachment needs
PA	Parents
PE	Peers
SC	School
ER	Emotional responses
An	Anger
FE	Fear
SA	Sadness
DC	Don't care
SU	Superior
RE	Reactions
AG	Aggressive
SUPa	Submissive (to parents)
SUPe	Submissive (to peers)
AV	Avoidance (to peer/school)
COPa	Compliant (to parent)
COPe	Compliant (to peer)
Ra	Rationalizes
MO	Motives
ID	Independent
CO	Collective
Pa	Parent
Pe	Peer
DI	Directives
Id	Inner-directed
OD	Outer-directed

Axial Coded Table: Surface-Level Information

Individual codes: General category labels & Sub-categories		Codes	Question or sub-question from which it derives	Incidence of Occurrence –By School/Child/Age Coding
Agent Themes (AT)				
AT	**Socialization**	AT-OS		
AT	Social interaction	AT-OS/SI	2.0, 2.1, 4.0	
	Mother	AT-OS/SI/Mo		BAPE11; BAEU10; BACA10; BAJA10; BAOL10; BAPE11; BACA11; BASE10; BAGR11; BASC11; CUST10; CUCA11; CUJI10; CUCA10; CUMA10; CUJO11; CULU11; CUDA11; CUSA10; CUST10; CUCA11; CUJI10; CUOS10; CUCA10; CUMA10; CUED10; CUJO11; COLU11; CUDA11; CUAN10; DPFR09; DPJO10; DPST11; DPCR11; DPST10; MIAR08; MIAN08; MIAC09; MISH08; MITO11; MIIA10; MISD10; MIEU11; WRYA11; WRRE10; WRJA10; WPRJ11; WPLE10; WPLN10; WPLI10; WPKE10.
	Father	AT-OS/SI/Fa		BAJA10; BASC10; BAEU10; BACA10; BAOL10; BACA11; BAGR11; CUCA11; CUCH11; CUAN10; CUJI10; COLU11; CUDA11; CUCH11; DPBE10; DPKY10; DPRE10; DPST11; DPCR11; DPST10; MICA09; MIAR11; WRRE10; WPRJ11; WPLE10; WPMK10;
	Other family member	AT-OS/SI/OFM		BASA10; BAJA10; BACA11; CUOS10; CUED10; CUJO11; CUST10; CUCA11; CUED10; DPJO10; DPST11;
	Friends	AT-OS/SI/Fr		BAJA10; BACA11; CUOS10; CUST10; DPST11;
AT	**Consumption Behaviour**	AT-CB		
AT	Independent Decisions	AT-CB/I	3.2, 3.4	BASC11; BACA10; WRYA11; WRRE10; WRJA10; WPRJ11;
	Prior need identification	AT-CB/PNI		
	Self identification	AT-CB/PNI/Si		BAEU10; BAOL10; BAPE11; BACA11; SE10; BAGR11; CUSA10; CUST10; CUCA11; CUJI10; CUOS10; CUCA10; CUED10; CUJO11; CULU11; CUDA11; CUCH11; CUAN10; DPBE10; DPRE10; DPKY10; DPCR11; DPJO10; DPST11; DPAD11; MICA09; MIAR11; WRYA11; WRRE10; WPLN10; WPKE10;
	Other	AT-CB/PNI/O		BALE09; BACA10; BASA10; BAJA10; BASC10; BASC11; DPKY10; DPCR11; MIAN08; MIAC09; MISH08; MITO11; MIIA10; MISE10; MIEU11; WPRJ11; WPLE10; WPLI10;
	No prior identification	AT-CB/NPNI		WRJA10; WPMK10

AT	Collective	AT-CB/C	3.2	
	Family	AT-CB/C/Fa		BAJA10; BASC10; BAPE11; BACA11; BASE10; BAGR11; CUCA11; WRYA11;
	Friends	AT-CB/C/Fr		CUOS10;
	Frequency	AT-FR	2.1	
	Weekly/fortnightly	AT-FR/W-F		BACA10; BAJA10; BASE10; CUCA11; CUJI10; DPST11; DPAD11; MICA09; MIAR11; WPLE10; WPMK10;
	Monthly	AT-FR/MO		BAEU10; BASA10; BACA11; CUSA10; CUOS10; WRRE10; WRJA10; WPRJ11; WPKE10;
	Seasonally	AT-FR/SE		BASC10; BAOL10; BAPE11; BAGR11; BASC11; CUDA11; CUCH11; DPBE10; MIAR08; MIAN08; MIAC09; MISA08; MIAR11; MITO11; WPLI10;
	Annually	AT-FR/AN		CUST10;
	Ad-hoc	AT-FR/AD		BALE09; CUCA10; CUJO11; CUMA10; CUED10; CULU11; CUAN10; DPKY10; DPRE10; DPFR09; DPJO10; DPST10; MIIA10; MISD10; MIEU11; WRYA11;

	Place of purchase	AT-PP		
	Local retailers	AT-PP/LR		BAEU10; BACA10; BASA10; BAJA10; BAOL10; BAPE11; BACA11; BASE10; BAGR11; BASC11; CUCA11; CUAN10; CUSA10; CUCA11; CUJI10; CUOS10; CUCA10; CUMA10; CUED10; CUJO11; CULU11; CUDA11; CUCH11; CUAN10; DPBE10; DPKY10; DPRE10; DPFR09; DPST11; DPJO10; DPAD11; DPST10; MICA09; MIAR08; MIAN08; MIAC09; MISH08; WRYA11; WRRE10; WRJA10;
	Online	AT-PP/OL		
	Catalogues	AT-PP/CA		MITO11;
	Other source	AT-PP/OS		BASC10; CUST10; CUCH11; CUAN10; CUST10; MICA09; MIAR11; MIIA10; WRRE10;
	Communication	CO		
	Brand knowledge	CO/BK	1.0, 3.4	
	Limited to common brands and retailers	CO/BK/LC		BALE09; BAEU10; BACA10; BASA10; BAJA10; BASC10; BOOL10; BAPE11; BACA11; BASE10; BAGR11; CUSA10; CUCA11; CUJI10; CUOS10; CUCA10; CUMA10; CUED10; CUJO11; CULU11; CUAN10; DPBE10; DPKY10; DPRRE10; DPFR09; DPCR11; DPJO10; DPAD11; DPST10; MIAR08; MIAC09; MASA08; MIAR11; MITO11; MISE10; WRYA11; WRRE10; WRJA10; WPRJ11; WPLE10; WPLN10; WPMK10; WPLI10; WPKE10;
	Extensive beyond common brands and retailers	CO/BK/EB		CUST10; CUDA11; CUCH11; CUST10; DPST11; MICA09; MIAC09; MIIA10; MIEU11

Agency Theme (AP)		AP		
AP	Communication source	AP-CO/CS	4.0	
	Family	AP-CO/CS/Fam		BALE09; BACA10; BASA10; BAPE11; BAGR11; DPRE10; MIAR08; MIAN08; MISH08; MISD10; MIEU11;
	Friend	AP-CO/CS/Fr		BAPE11; BACA11; BAGR11; DPBE10;
	School environment	AP-CO/CS/Sc		DPFR09; DPJO10; DPST11; MIAC09; MIAR11; MIIA10;
	Media	AP-CO/CS ME		
	TV	AP-CO/CS ME/TV		BAEU10; BAOL10; BAPE11; BACA11; BASE10; CUJI10; CUED10; CUJO11; CUCH11; DPKY10; DPST11; WPRJ11; WPLE10; WPMK10; WPLI10;
	Print	AP-CO/CS ME/PR		BAOL10; BAPE11; BAGR11; CUOS10; DPKY10; DPRE10; DPST11; DPAD11;
	Online	AP-CO/CS ME/OL		BAPE11; BAGR11; CUCA11; WPRJ10;
	Posters	AP-CO/CS ME/PO		BAPE11; BAGR11; CUSA10;
	Shops	AP-CO/CS ME/SH		BASA10; BASC10; BAPE11; BASC11; CUSA10; CUST10; MICA09; MIAR11; MIIA10; WRRE10; WPLI10; WPKE10;
	Other	AP-CO/CS ME/O		BAJA10 (*Logos*); BASC10 (*In clubs*); CUJI10 (*Logos*); MITO11 (*Catalogues*); WRYA11; WRJA10 (*Logos*);

MI	**Media influence**	AP-MI		
AP	Media involvement	AP-MI/MIn	4.0, 5.0	
	Non-committal	AP-MI/MI/NC		BALE09; BAEU10; BACA10; BAJA10; BASC10; BAPE11; BACA11; BASE10; CUCA11; CUJI0; CUOS10; CUCA10; CULU11; CUCH11; CUAN10; DPBE10; DPKY10; DPRE10; DPFR09; DPCR11; DPJO10; MICA09; WPMK10;
AP	Aspirational	AP-MI/MI/AS		BAGR11; CUSA10; CUST10; DPAD11; DPST10; MIAR11; WPRJ11; WPLE10; WPLN10; WPKE10;

AP	**School influence**	AP-ScI		
AP	Observations	AP-ScI/0B	4.0, 5.0	
AP	Communications	AP-ScI/CO	4.0, 5.0, 5.4	
	Negative response to observations/influences	AP-ScI/CO/NR		BALE09; BAEU10; BACA10; BASA10; BAJA10; BASC10; BAOL10; BAPE11; BACA11; BASE10; BAGR11; BASC11; CUCA11; CUJI10; CUMA10; CUED10; CUJO11; CULU11; CUDA11; CUCH11; CUAD10; DPBE10; DPKY10; DPRE10; DPFR09; DPST11; DPCR11; DPJO10; DPAD11; DPST10; MICA09; MIIA10; WPRJ11; WPLE10; WPLI10; WPKE10;
	Positive response to observations/influences	AT-ScI/CO/PR		MIAR11;

	Identity Themes based on reactions to influencers on choice (IT)			
IT	**Self-concept construal**	IT-SCC		
IT	Self-esteem	IT-SCC/SE	5.3, 5.4, 5.6	
	High price/quality brand associations	IT-SCC/SE/HPQA		BALE09; BACA10; BASA10; BAJA10; BASC10; BAPE11; BASE10; CUJO11; CUCH11; DPKY10; DPRE10; DPST11; DPCR11; DPJO10; MICA09; MIAR11; MITO11; WRRE10; WPRJ11; WPLE10; WPMK10; WPLI10; WPKE10;
	Personal confidence	IT-SCC/SE/PC		BAOL10; BAGR11; BASC11; BAOL10; BAPE11; BASE11; BAGR11; BASC11; CUSA10; CUST10; CUCA11; CUJI10; CUOS10; CUCA10; CUAN10; CUCA10; CUMA10; CUED10; CUJO11; CULU11; CUDA11; CUCH11; CUAN11; DPBE10; DPFR09; DPAD11; DPST11; DPKY10; DPRE10; DPFR09; DPST11; DPCR11; DPJO11; DPAD11; DPST11; MIAR08; MIAN08; MIAC09; MISH08; MIIA10; MISD10; MIEU11; WPRJ11; WPLE10; WPLI10; WPKE10
	Peer compliance	IT-SCC/SE/PeC		CUSA10; DPCR11; DPKY10; DPKY10; WPMK10;
	Parent compliance	IT-SCC/SE/PaC		BACA11; ; BALE09; CUMA10; CUCA11; CUCA11; CAJI10; DPAD11; DPST10; WRJA10;
IT	Normative behaviour	IT-SCC/NB	3.0, 5.0, 6.0	
	Confident	IT-SCC/NB/CON		BALE09; BAEU10; BACA10; BASA10; BAJA10; BASC10; BAOL10; BAPE11; BACA11; BASE10; BAGR11; BASC11; CUSA10; CUST10; CUCA11; CUJI10; CUOS10; CUCA10; CUAN10; CUCA10; CUMA10; CUED10; CUJO11; CULU11; CUDA11; CUCH11; CUAN10; DPRE10; DPST11; DPJO10; DPAD11; MICA09; MIAR08; MIAN08; MIAC09; MISH08; MIAR11; MITO11; MIIA10; MISD10; MIEU11; WRYA11; WRRE10; WPRJ11; WPLE10; WPLN10; WPLI10; WPKE10
	Lacks confidence	IT-SCC/NB/LCON		WPMK10;
IT	Social behaviour	IT-SCC/SB	3.2, 5.4	
	Confident	IT-SCC/SB/CON		BALE09; BAEU10; BACA10; BASA10; BAJA10; BASC10; BAOL10; BAPE11; BACA11; BASE10; BAGR11; BASC11; CUSA10; CUST10; CUCA11; CUJI10; CUOS10; CUCA10; CUAN10; CUCA10; CUMA10; CUED10; CUJO11; CULU11; CUDA11; CUCH11; CUAN10; DPBE10; DPST11; DPAD11; DPST10; DPRE10; DPFR09; DPJO10; DPAD11; DPST10; MICA09; MIAR08; MIAN08; MIAC09; MISH08; MIAR11; MITO11; MIIA10; MISD10; MIEU11; WRRE10; WRJA10; WRYA11; WPRJ11; WPLE10; WPLN10; WPLI10; WPKE10
	Lacks confidence	IT-SCC/SB/LCON		DPKY10; WPMK10

IT	**Emotional response**	IT-ER		
IT	Positive emotional response	IT-ER/PER	5.0, 5.1, 5.2, 5.3, 5.4, 5.5, 6.0	
	To parent/family member	IT-ER/PER/PF		CUST10; CUCA11; WPRJ11;
	To peer	IT-ER/PER/Pe		BALE09; CUCA10; DPCR11; DPJO11; DPCR11;
	To shopping experience	IT-ER/PER/SE		BALE09; BAEU10; BACA10; BASA10; BAJA10; BASC10; BAOL10; BAPE11; BACA11; BASE10; BAGR11; BASC11; CUSA10; CUJI10; CUCA10; CUDA11; CUAN10; DPBE10; DPKY10; DPRE10; DPFR09; DPCR11; DPST11; MIAR11; WRYA11; WRRE10; WRJA10; WPRJ11; WPLE10; WPMK10; WPLI10;
IT	Negative emotional response	IT-ER/NER	5.0, 5.1, 5.2, 5.3, 5.4, 5.5. 6.0	
	To parent/family member	IT-ER/NER/PF		WRRE10;
	To peer	IT-ER/NER/Pe		BACA10; CULU11; CUDA11; CUCH11; MIIA10; WRYA11; WRJA10; WPRJ11; WPLI10; WPKE10;
	To shopping experience	IT-ER/NER/SE		CUST10; CUCA11; CUJI10; CUOS10; CUMA10; CUED10; CUJO11; CULU11; CUCH11; DPJO10; DPAD11; MICA09; MIAR08; MIAN08; MIAC09; MISH08; MIIA10; WPMK10
IT	**Rationalization**	IT-RA		
IT	Cognitive response	IT-RA/CoR	5.0	BAEU10; BACA10; BAJA10; BAOL10; BASA10; BAEU10; BACA10; BAGR11; CUSA10; CUST10; CUCA11; CUCA10; CUDA11; CUAN10; CUCH11; CUJI10; CUOS10; CUCH11; DPRE10; DPBE10; DPRE10; DPRE10; DPST11; DPCR11; MICA09; MIAC09; MIEU11; MIAR11; MIIA10; MITO11; WRRE10; WRJA10; WRRE10; WPRJ11; WPMK10; WPRJ11; WPMK10;
IT	Autonomous response	IT-RA/AR	6.0, 6.1	BALE09; BAEU10; BACA10; BAJA10; BAOL10; BASA10; BAEU10; BACA10; BAGR11; CUSA10; CUST10; CUCA11; CUCA10; CUDA11; CUAN10; CUCH11; CUJI10; CUOS10; DPRE10; MICA09; MIAC09; MIEU11; MIAR11; MIIA10; MITO11
IT	Questioning response	IT-RA/QR	5.2, 6.0, 6.1	CUMA10; DPBE10; DPAD11; DPKY10; MIAR11;

<table>
<thead>
<tr><th colspan="3">Individual codes: General category labels</th><th>Codes</th><th>Incidence of Emotional Responses (School, child, age)</th></tr>
</thead>
<tbody>
<tr><td colspan="3">Social Roles</td><td>SR</td><td></td></tr>
<tr><td>SR</td><td colspan="2">Relationship roles</td><td>SR/RR</td><td></td></tr>
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A pilot study was developed using a survey approach for initial questioning around consumer socialization experiences, with the projective scenario offered at the end of a questionnaire (Appendix 10). Data was analysed and an evaluation of the method was undertaken and is presented within this Appendix. The survey stage was followed by a comic strip scenario using the projective drawing and writing input to a form deemed to be interesting and involving for young males of eight to eleven years of age (Douglas 2007). This method adopted the mean-end chain approach where three separate constructs were analysed:

  i. That of consumption behaviour and socialization agency

 ii. The consequences of purchasing particular brands through identification of socialization agents and their degree of influence on brand choice

iii. Reactions within social roles.

This approach allowed each child to divulge his personal views behind his choices without conscious effort.

Two friendship group meetings were arranged, each consisting of four boys: two eight year olds, three nine year olds and three eleven year olds. This adopted the 'soft' laddering approach (Zanoli and Naspetti 2001) which allowed each child to speak freely in a friendship group situation. Each group of children came from the same school, and some, the same Scouting group. This had the effect of maximising the degree of comfort in each other's company as they all had common interests. Discussion in this situation more readily provoked an exchange of views, beliefs and options, hence providing insights less likely to emerge during one-to-one interviews. This field study approach assumed hypothetical constructs in terms of existing knowledge and opinions towards sportswear brands leading to the development of an explanatory construct relating to attributes, value and consequences. The importance placed on attributes criteria depended on the value focus of each child which was identified within responses to questions on how the child felt about the brands they wore, perceived consequences associated with brand choice and perceived consequences relating to complying or otherwise with peers.

Evaluation of the Survey Method and Accompanying Projective Comic Strip Scenario.

Overall, it was noted that the survey question sheet managed to maintain the children's attention in some areas as each page was progressed through. However it was noted that there were a number of problems associated with this format such as research facilitation which appeared to adopt a 'teaching/instructing' role, the number of questions, questions requiring deep cognitive thought processes, questions which were over long. The overall response time to answer questions and respond with drawings/statements

took 1 hour and 15 minutes, arguably too long for the age and stage of the group. It was noted that the children began to lose interest after 35 minutes and needed constant reminders to focus on the task, therefore a researcher 'teaching' style had to be adopted resulting in the children perhaps feeling they 'had' to respond rather than feeling they 'wanted' to respond. The time allowed for the projective response was restricted although this section resulted in depth-filled responses. When questioned on the sections the boys liked most it was noted that the evaluation of advertisements (Appendix 10, Qu.7) and participating in the comic strip drawings were key preferences. This supports suggestions that involvement with visual/semiotic stimuli is preferred to involvement with semantic stimuli (Willems and Hagoort 2007). Therefore structural changes were made to the survey and questionnaire approach. The evaluation of the survey suggested a more open, semi-structured approach would best suit these young boys, that the questionnaire should be altered to a friendship group discussion method and discussions reduce the key number of topics explored, but where relevant include probing within each section. The comic strip scenario should be maintained to further explore emotional responses to the two socialization agents. In reducing the content of the overall data collection method interest is maintained, discussion is more robust, lively and controlled in terms of time taken. This offers a more appropriate time allocation for comic strip responses.

Analysis of Exploratory Pilot Study Findings

The primary aim of the study was to establish socialization factors influencing children's (boys between eight to eleven years) sportswear choices. Carver and Scheier's (1990) conceptual model of motivational influences suggests a triangulation of factors which influence the child's emotions prior to a decision being made. This triangulation consists of internal and external motivational influences in addition to intrinsic emotional tendencies. The balance or weighting of each of these factors will determine whether the child becomes predisposed to act in a particular manner, that is, positive-internal relationship emotions may result in the child complying with their parents wish to wear a particular brand of sportswear. However, should the external factors be the more positive influence the child may shun parent's suggestions in favour of a friend's recommendations on the most popular brand to adopt in order to maximise attachment with the group. It can be seen that a key factor affecting the degree of influence from internal and external influences is that of goals and the child's personality in terms of instantaneous emotional energy given to different pressures. The question then arises 'Do children develop an object-relationship with a particular brand due to their desire to increase the degree of security within the group?' Alternatively is the child sufficiently secure in the self to make decisions not based on any external influence or pressure?

(i)   Children's relationship with Brands

Roper and Shah (2007 pg.712) in their study into 'Vulnerable Consumers' supports this theory and goes on to suggest that there is a '*new type of discrimination' in evidence in schools today, that of social*

division based on wearing brands associated with the 'in' group or brands associated with the 'out' group'. Giving rise to the question: 'Do our children still associate a particular brand with being 'in' or 'out'? However, these studies, it is suggested, do not appear to fully recognise how pronounced children's emotional responses are to each influencing agent.

(ii)   Sportswear Brand Purchase Behaviour

When asked what sportswear brands they wore (Appendix 10 Question1), the boys' answers indicated a wide ranging knowledge regarding brands available in the market place. Key prominent brands were noted quickly (Nike, Adidas, Puma) however it was interesting to note that as further brands were mentioned (e.g. GAP, Le Coq Sportif) others who initially did not mention these brands remembered they had previously worn the additional brands identified plus brands such as Animal, O'Neill, Saltrock and Fox. It was interesting to note that when asked how often each child went shopping for sportswear few from this group actually participated in the actual purchase. In addition, when the boys did go shopping they tended to be accompanied by mum. The indication here is that 'mum' takes control of sportswear purchasing and indeed determines the brand/s purchased, as supported by Tinson and Nancarrow (2007). This contrasts with many studies which suggest the pressure comes from children in the form of pester power (Turner et al. 2006) and argues that it is mum, who decides when sportswear is required, what is acquired and from where it is purchased. This parental control could stem from the fact that in this instance each of the boys reported that they did not particularly like shopping.

(iii)   Promoting Sportswear Brands

When the Cub Scouts were asked how they found out about brands in the market place surprisingly overt advertising such as that seen on television and in magazines was not forthcoming. The most prominent sources of information appeared to be that brought in by parents or identified through brands worn by friends during sports games. When asked to review the pictorial elements of the different brands (Appendix 10 Questions 7, 8 and 9) key themes began to emerge. The brand images which came out as key favourites where Animal, Le Coq Sportif, Saltrock. Interestingly, this differs from earlier responses to the question on brands worn, which were mainly Nike, Adidas and Le Coq Sportif. This adds a further question in relation to the degree of involvement of parents in brand choice and the degree of influence stemming from the young male at this age and stage. Findings for question 10 (Appendix 10) were deemed to be unusable as the boys simply did not understand clearly how to respond to the Yes/No aspect of the question. Confusion arose over what appeared to be a double-negative e.g. *yes* – I would *stop* wearing the brand or *yes* – I would *not* again wear the brand.

(iv)   Emotional Influence

In attempting to determine the emotional energy each child employed in relation to the brands worn they were asked firstly how they felt (Questions 11 & 12) wearing a particular brand. A number of brands were identified from high to low cost brands. Again difficulties arose due to some of the boys stating that they did not wear any of the brands. However responses to the low cost supermarket brands suggested that the boys would not wish to wear the brand. When asked why not? This boy responded that they were

cheap and 'not good'. The other boys agreed. The findings from questions 13 to17 (Appendix 10) indicate that when these young boys were asked questions which probe emotions they sometimes find it difficult to articulate their feelings overtly other than the 'fine', 'don't care' and 'don't know' responses. This series of questioning generally resulted in these types of responses along with 'no' and 'yes'. However two key themes emerged within this area of questioning that is the importance of a prominent logo, which appeared to be the most significant factor. And the boys did not appear to be persuaded by the brands their friends wore.

The final stage relied on the children's response to a comic strip scenario (Appendix 10, Scenario). Here each boy was asked to draw their response to the illustrated situation. The illustrated situation depicts two potential options for the child to react to in terms of which socialization agent's directives to follow?
a) The mother offering a sportswear jacket to protect the child from the rain. Two relational messages are at play here, firstly normative instruction from the mother and secondly the mother's emotions in terms of protecting the child from the elements
b) Peers jeering at the sportswear jacket brand.

The sportswear jacket was chosen (in preference to say trainers) as this is more likely to be the type of object related to the weather conditions (rationale reasoning) and something which a parent would recommend wearing during adverse weather conditions. Responses were coded based on the presence of an extraversion image versus degree of agreeableness. Interestingly, the boys in this study indicated a strong degree of extraversion to persuasion from peers as is evidenced by the aggressiveness demonstrated within the responses. There did not appear to be any indication of the children feeling emotions of inadequacy or of feeling ashamed of the brands they wore. However, this appeared to contradict earlier responses to how each would feel should they be wearing an identifiable supermarket brand where the children did not wish to be seen wearing a supermarket brand. Nevertheless the emotional reaction within projections suggests one of personal defence resulting in an offensive and aggressive response. This could be due to this particular group's social background in that the children came from a high employment environment where confidence is gained and a dominant social hierarchy is experienced.

**Discussion and Conclusions from Pilot Study Findings**

The pilot investigation leads us to the consideration of a number of concerns. Firstly we need to acknowledge the limitations of the study in terms of the scale (small friendship group) and social background (high employment/income). Nevertheless it is suggested that the study encourages fresh, critical thinking in terms of parent-child-peer relationships and the emotional energy the individual expends on each. The eight to eleven year olds in this study do not appear to be overly influenced by

external influences and indicate strong personality characteristics. This study further suggests that it is the parents of this group who make sportswear brand decision choices on behalf of their children at this early developmental stage and that the children themselves are less driven by external influencers such as peers (Figure 17.1).

Figure 17.1 Inter-Relationship of Potential Influencing Factors
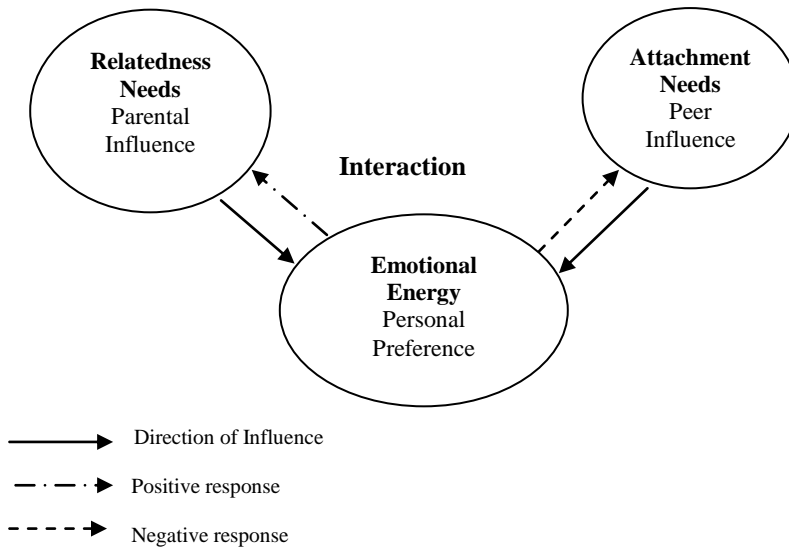
Whilst the results from the pilot study are interesting a major limitation is the small size of the sample group indicating that the findings from this group cannot be identified as being representative of the population. Nevertheless it is suggested that there is scope for reviewing and revising the data collection procedure and repeating the study with children from disparate social hierarchies.

The revised method results in the findings taking us forward from firstly the descriptive analysis from the friendship group discussions, to the descriptive analysis of the projected responses. These descriptions lead to an associative analysis and finally to explanatory constructs identifying the impact of the findings on the conceptual models developed within Chapter Two.