

Education for Children in Consumer Decision Making

Anastasia Wulandari and Lovely Dena Pratiwi Putri

Universitas Pendidikan Indonesia, Bandung, Indonesia

diangem2@gmail.com

Keywords: Education, Decision Making, Consumer.

Abstract: Children will not only become consumers today, but also become consumers in the future. This is due to the habits of childhood that will somewhat affect the behavior of adults, including when they are being consumers. Thus, it is important for the mother to introduce the consumer function to the early childhood by involving the child in the process of purchasing or shopping. This research uses descriptive qualitative research method. The study respondents were mothers with children aged 3-7 or at a perceptual stage, in which the mother was confronted with a child's demand based on minimal product information. The method used in data collection is in-depth interview. The results of the study found that the mother has started to introduce the function of the consumer since early childhood. Mom introduces to the child the buying process, purchase priority, money use efficiency to consideration in buying decision making.

1 INTRODUCTION

Mothers and children are partners in daily shopping activities (Cook, 2003), so often a mother invites her child to shop for the purpose of making the shopping experience as a way of mother education to introduce consumer function (Ward, 1979) product introduction learning (Pettersson et al, 2004). In response, the market began to focus attention on children, who are already more active in family purchasing decisions (Ali et al, 2013). For example, when shopping for everyday purposes, the family also openly provides opportunities for children to express opinions about the goods to be purchased (Norgaard et al, 2007).

In addition, children have become consumers for their own favorite products such as toys, cereals, snacks, and clothing by asking and declaring which products they like directly (Kaur and Singh, 2006). Children will not only become consumers today, but also become consumers in the future. This is due to the habits of childhood that will somewhat affect the behavior of adults, including when a consumer (Coakley, 2003). Thus, it is important for the mother to introduce the consumer function in children early (Ward, 1979).

In introducing the consumer function to the child, a mother should use her spare time with the child. When mothers go shopping with children, the opportunity is not wasted to introduce products that

are in the supermarket or market. Based on an interview to a mother regarding the importance of consumer education to children, she said from childhood her children have to be taught to sort out which items are needed, which are not. Which goods are considered expensive or not. How children make decisions about how important a product is. It aims to make children accustomed to shopping effectively and economically.

Suwandinata (2011) said that a child first gets to know the supermarket and learns to be a consumer of his family. The family is a place where a child knows various socialization processes, especially as a consumer. The learning process is called consumer socialization, where children acquire skills, knowledge, and attitudes relevant to their function as consumers in the market (John, 1999). There is research that reveals the same thing that parental behavior is perceived as a socialization agent who teaches his child to be a rational consumer (Setiawati, 2004). In the study also revealed that the behavior of parents will be seen and imitated by children so that children will more easily understand what is seen and then imitated by it. Djamaludin (1995) states that the child's consumptive behavior is formed because children imitate the parental consumptive behavior through parental education in appreciating money and fulfilment of consumption to meet their needs. Television has a persuasive influence on what children see and how they react to

certain brands. However, families, especially parents, remain a very important institution in the process of socializing children as consumers.

According to Hurlock (1980), a child who develops normally at the age of 2-6 years has a behavioral development in mimicking the attitudes and behavior of the person he admires or is closest to himself. Children begin to be taught to work together, along with increasing opportunities to play with other children. Cognitively, children 2-6 years of age also have started on the colors and forms of interest. The things that stimulate her sensory development make her feel called to pay attention to the object. Based on interviews with a mother who has a 5-year-old child said, every time he took his children to the mall or a walk to a place, then the interest of the child is something colorful, music and something fragrant, so they always ask to be bought.

According to John (1999), children at the perceptual stage (3-7 years) tend to buy based on limited information such as shape, color and still egocentric because they have not been able to accept the views of others. While in marketing, children are often served with color, shape, and cartoon characters that attract attention. It makes the child interested to buy and collect the product by urging his parents to buy (Turner et al, 2006).

While on the mother's side, purchasing patterns are usually influenced by their knowledge of children's preferences (Kaur and Singh, 2006), but children play a role only in the first two stages of purchasing decisions-problem identifiers and information retrieval. The role of the child will be reduced in the final stages, namely the choice on the buying decision (Gupta, 2012).

The decision to buy consumers according to Kotler and Keller (2009) is divided into 5 Phases. First, the introduction of the problem. At this stage, the child becomes interested in getting to know a product and is motivated to own the product (Turner et al, 2006). In this case the family should show the priority needs scale that emphasizes the different needs and interests of the child. The second stage emphasizes the search for information to support those needs. In addition to information from advertisements, display in stores, or through playmates (Martensen and Gronholdt, 2008), children are also given information from the experience and habits of parents buying a product. In the third stage of evaluation, consumers analyze some products that become alternative products to meet the needs other than the main product. This stage is the stage performed by the mother. Mother manages information pertaining to the product

(Amin, 2012). In the fourth stage of the purchase decision, consumers begin to determine whether a product will be purchased or not. If the mother does not approve of the product the child is requesting, the mother will usually explain her reasons and views to the product to the child (Kaur and Singh, 2006) or may eventually be affected and give in to the child's desire to buy the product (Solomon 1996).

2 METHODS

This research will use a descriptive qualitative approach because this type of research allows researchers to get in-depth information on a topic with unlimited participant responses (Yin, 2011) and allows the description of the role of the child can be presented in detail, complete, and objective (Sugiyono, 2012).

Participants were done by purposive sampling technique in which the selected participants were in accordance with the purpose of the study (Mulyana, 2013), a mother who had children aged 3 - 7 years.

Data collection method used in this research is in depth interview. While the research instrument in this study is the researchers themselves, so researchers will play a role in setting the focus of research, selecting participants as a source of data, collecting data, analyzing data, to interpret data obtained from the research (Sugiyono, 2012).

Data analysis technique is done by open axial coding technique. This technique is used so that the data can be explored widely and deeply to get a pattern of the problem (Vaismoradi et al, 2013). Then, the researchers test the validity of data by way of check. This method is done by the respondent to check the data that has been collected by the researcher as the interviewer (Sugiyono, 2012).

3 RESULTS AND DISCUSSION

3.1 Respondent I-H

H often invites children to shop to the minimarket because the demand of children who always want to go shopping. However, H hopes when inviting children to spend, the child is not too much demand for purchases because the expenses will increase.

According to H, when shopping with children, many purchases outside the plan. H revealed that his son only asked for the preferred product, generally

the product information obtained from the television ad. The process is a stage in purchasing decisions, where desirable preferred product is the form of problem recognition (Turner et al, 2006). While getting product information from advertising is an information search by process (Martensen and Gronholdt, 2008).

H minimize the impact of uncontrolled purchasing requests by teaching children that buying something needs money. H reminds his son to always save in order to buy the desired product. In addition, H always teaches his son to choose which products are the top priority. H does not allow her child to buy multiple products at once. These things are used as a place for consumer education in children. However, sometimes it does not work.

If the child is still nagging, crying, and angry if his request is not met, to overcome it H negotiate with the child to discuss the settlement. The evaluation phase (Amin, 2012) is done by delaying the purchase and suggesting to save first. Sometimes also H gives alternatives to other products to buy if they do not agree or reject the child's request.

When a child cries because his request is not met, H reveals that he always tries not to waver and remain on his decision. However, sometimes H melts with the cry of a child out of pity, so as not to make a scene, and there is something to be done right away.

However, H revealed that it is not uncommon for her children to participate in making purchasing decisions, especially in daily home needs such as toiletries. Child H gives a product preference which then becomes the consideration of H in determining whether the product should be purchased or not (Kaur and Singh, 2006).

3.2 Respondent II – S

S always invites his son to shop with the aim of taking children walking and spending time together. When shopping, activities at the cashier S used as a learning for their children about the process of buying and selling. S introduce to the child that to get the product must be purchased using money and money obtained by working. S said that her son always has a buying request while shopping. The request begins with the introduction of a problem in which the child is always interested in something new, then wants to buy it (Turner et al, 2006). While the product information obtained from television ads impressions (Martensen and Gronholdt, 2008).

However, the demand is not immediately satisfactory, since S considers whether the product is suitable for its child and has an educative side as the evaluation stage (Amin, 2012). If the product does

not meet the criteria S apply, then S will reject the purchase request. The impact S children sometimes respond with angry and silent. S dealt with this by telling the reason why the request was rejected and telling the real situation in the outside environment that there are still many people who are less fortunate and should not have the product purchased because it is not a priority. S admitted sad and pity when he did not meet the demand for the purchase of his son, but S disclose that it is also a learning material for children that not all requests must always be met.

4 CONCLUSIONS

The results of the study found that children at the perceptual stage are now able to negotiate lightly in an attempt to fulfil their desires, in contrast to research conducted by Pettersson et al (2004) which revealed that negotiations were conducted in the adolescent stage.

Based on interviews of two mothers as respondents, researchers found that mothers play a major role as purchasing decision makers in the family. In addition, children play a fairly active role in the first two stages of the purchase decision, namely the introduction of problems and information search. These two stages are the first stage in which an individual knows there is a product that he wants to buy or have. Thus, both respondents agreed to instil consumer values to control the child while at that stage.

These values include that if you want to buy something, it takes money as a medium of exchange. So, required to work and save for the product can be purchased. Then the application of the priority scale becomes one of the values that the respondents teach to their children, the purchased product must have the value of the benefit so that the fair purchase is done.

REFERENCES

- Ali, A., Ravichandran, N., Batra, D. K., 2013. Children's Choice of Influence Strategies in Family Purchase Decisions and the Impact of Demographics. *Vision*, 17 1.
- Amin, A. D., 2012. *A Study on Influence of Children on Family Buying with Respect to Selected Products in Gujarat State*. Thesis. The Maharaja Sayajirao University of Baroda. Gujarat.
- Coakley, A., 2003. Food or virtual food? The construction of children's food in a global economy. *International Journal of Consumer Studies*, 27.

- Cook, W. L., 2003. Quantitative methods for deductive (theory-testing) research on parent-child dynamics. *Handbook of dynamics in parent-child relations*, CA. Sage.
- Djamaludin, A., 1995. *Nuansa Psikologi Pembangunan*, Pustaka pelajar. Yogyakarta.
- Gupta, M., 2012. Children's influence in family buying process in India. *Young Consumers*, volume 12 issue 1.
- Hurlock, E. B., 1980. *Psikologi Perkembangan Suatu Pendekatan Sepanjang Rentang Kehidupan*, Erlangga. Jakarta, Edisi 5.
- John, D., 1999. Consumer socialization of children: a retrospective look at 25 years of research. *Journal of Consumer Research*, 26.
- Kaur, P., Singh, R., 2006. Children in Family Purchase Decision Makin in India and the West. A Review. *Academy of Marketing Science Review*, volume 8.
- Kotler, P., Keller, K. L., 2009. *Manajemen Pemasaran*, Erlangga. Jakarta, edisi 13.
- Martensen, A., Gronholdt, L., 2008. Children's influence on family decision making. *Innovative marketing*, volume 4 issue 4.
- Mulyana, D., 2013. *Metodologi Penelitian Kualitatif*, Remaja Rosdakarya. Bandung.
- Norgaard, M. K., Bruns, K., Christensen, P. H., Mikkelsen, M. R., 2007. Children's influence on and participation in the family decision process during food buying. *Young Consumers*, volume 8 issue 3.
- Pettersson, A., Olsson, U., Fjellstrom, C., 2004. Family life in grocery stores – a study of interaction between adults and children. *International Journal of Consumer Studies*, 28.
- Setiawati, D., 2004. *Peran Orang Tua Dalam Sosialisasi Anak Menjadi Konsumen yang Bertanggung Jawab*. http://file.upi.edu/Direktori/FPTK/JUR._PEND._KES_EJAHTERAAN_KELUARGA/195407261980022AS_AS_SETIAWATI/Hasil_Penelitian_Sosialisasi_Konsumen.pdf Diakses tanggal 18 Oktober 2013.
- Solomon, M., 1996. *Consumer Behavior*, Prentice-Hall. New Jersey.
- Sugiyono, 2012. *Memahami penelitian kualitatif*, Alfabeta. Bandung.
- Suwandinata, H., 2011. *Children's Influence on the Family Decision-Making Process in Food Buying and Consumption: An Empirical Study of Children's Influence in Jakarta-Indonesia*. Desertation. Universitas Giessen.
- Turner, J., Kelly, J., McKenna, K., 2006. Food for thought: parent's perspectives of child influence. *British Food Journal*, volume 108 issue 3.
- Vaismoradi, M., Turuen, H., Bondas, T., 2013. Content analysis and thematic analysis: Implications for conducting a qualitative descriptive study. *Nursing and Health Science*.
- Ward, S., 1979. *Consumer socialization*. *Journal of Consumer Research*, 1.
- Yin, R. K., 2011. *Qualitative Research from Strat to Finish*, The Guilford Press. New York.