

**How Parent-Child Relationship Affects Adolescents'
Compulsive Buying Behaviour Through The
Mediator of Self-esteem**

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A Thesis

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ABSTRACT

How Parent-Child Relationship Affects Adolescents' Compulsive Buying

Behaviour through the Mediator of Self-esteem

Zheng Wang

Consumer compulsive buying is an important area of inquiry in consumer behaviour research. While the previous studies on the relationship between compulsive buying and familial variables have been implied by research in social sciences and mainly about adults, it has not yet been examined fully in the marketing literature. The present study addresses this void by investigating how three parent-child relationship factors (cohesion, expressiveness and conflict) could have both direct and indirect (through the mediator of self-esteem) effects on children's compulsive buying behaviour.

This research investigated the relationship among three major concepts, i.e. parent-child relationship, self-esteem, and adolescents' compulsive buying behaviour. The parent-child relationship was measured according to fathers', mothers' and children's responses. The findings indicated that both parent-child relationship and self-esteem may affect significantly the extent of adolescents' compulsive buying behaviours. Gender, availability of pocket money and involvement in part-time jobs were also found to predict children's compulsive buying behaviour in a sample of Canadian adolescents. Both theoretical and practical implications are discussed in the study. Suggestions for future research are also offered at the end.

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CHAPTER 1: INTRODUCTION

Compulsive Buying has been defined as “chronic, repetitive purchasing that becomes a primary response to negative events or feelings” (O’Guinn and Faber 1989). For compulsive buyers, the inability to control an overpowering impulse to buy pervades their lives and may result in significant and sometimes severe consequences. It has long been advanced as being a form of obsessive-compulsive disorder and, in its extreme form, has been classified along with (and often performed in conjunction with) other compulsive behaviours such as kleptomania, pyromania, pathological gambling, bulimia and substance use (Faber, 1992; Faber & O’Guinn 1988).

The importance of consumer compulsive buying as one specific area to explore stems in part from its nature as a negative aspect of consumer behaviour. Moreover, research on negative facets of consumption could be compared and contrasted with positive consumption behaviours (Peter 1991) and therefore can potentially contribute to society’s well-being, an important criterion for usefulness of any research.

Most of the preceding discussion on compulsive buying has been focused more on adult consumer and their personality traits that are linked to or affect compulsive buying behaviour, especially towards those who identify themselves as compulsive buyers (Faber 1992; O’Guinn and Faber 1989; Scherhorn 1990, et al.). As Faber and O’Guinn (1988)

reported, compulsive buyers are higher on fantasy and materialism than other consumers. However, a number of potential familial characteristics, which may trigger compulsivity, have been excluded by prior research. Furthermore, little research to date has been conducted to examine an individual's compulsiveness from a developmental perspective. There is a need to understand what is going on developmentally during adolescence that affects the ability to make better decisions about consumption, specifically, how adolescents' compulsive buying behaviour could be affected by their parent-child relationship factors. Therefore, the two main objectives of this study are: (1) to explore the impacts of parent-child relationship scales (Cohesion, Expressiveness and Conflict) on adolescents' compulsive buying behaviour and (2) to examine how the impact of parent-child relationship scales is mediated by the adolescent self-esteem (see Fig 1: Research Model Overview).

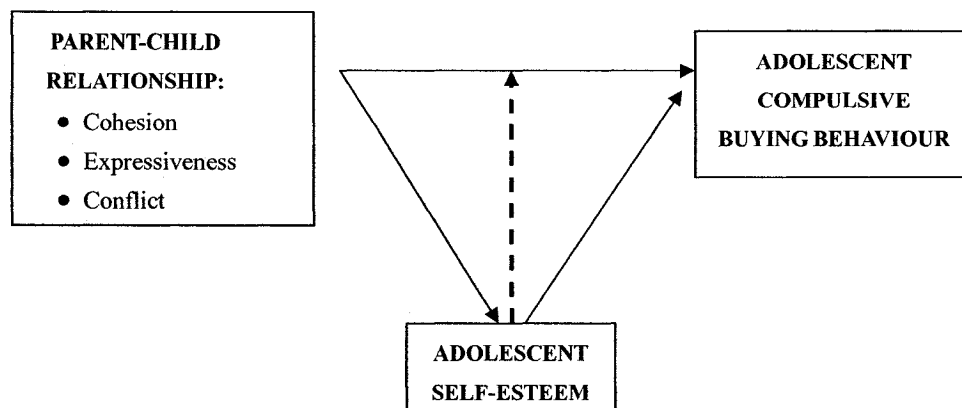


Fig1.

Research Model Overview

Relationship between parent-child relationships, adolescent self-esteem and adolescent compulsive buying

The present research made both conceptual and methodological contributions to the literature. From a theoretical perspective, this research is the first to conceptually specify and empirically test the effects of parent-child relationship on adolescents' compulsive buying behaviours. From a methodological perspective, the present study triangulates our finding by collecting data from three members in each family (i.e., father, mother, adolescent), rather than from a single family member that has been widespread in previous consumer marketing research.

This dissertation is organized as follows. Chapter two documents previous literatures pertinent to the present study and develops our research hypotheses. Chapter three describes the methodology used in this study, with a focus on data collection and measurement scales. Chapter four details the test results of all our hypotheses with analyses. Finally, chapter five gives an overall summary of the findings and research implications, as well as the potential research avenues for future researchers.

CHAPTER 2: LITERATURE REVIEW & HYPOTHESES

This paper builds on earlier papers to propose that three parent-child relationship factors could serve to predict compulsive tendencies in a sample of Canadian Adolescent consumers. Research hypotheses are developed on the basis of references to work on compulsive buying, parent-child relationship, adolescent consumer behaviour, and factors that may contribute to high levels of compulsive buying behaviour in the studied segment of the adolescents. Below we provide a theoretical overview and develop research hypotheses.

2.1. Compulsive Buying in the literature

2.1.1. Addictive Consumer Behaviour

Scherhorn (1990) and Desarbo & Edwards (1996) described compulsive buying as a form of addictive consumer behaviour. Krych's (1998) model for addictive behaviour provides a general framework for understanding how a person may become "addicted" to a particular behaviour. In this model, individuals find that engaging in a particular behaviour is pleasurable and they become increasingly preoccupied with the behaviour. When others question their behaviour, they try to defend themselves and ignore signs that future consequences may ensue. The addiction becomes the only perceived source of relief for anxiety and tension, tension often caused largely by the addiction itself (Stone, 2001).

DeSarbo & Edwards (1996) also describe the compulsive buying addiction as a coping mechanism for psychological tension in those prone to coping through escape and avoidance.

Addiction itself has come to be understood as an adaptive response to the environment (Wise & Bozarth, 1987): pathological gambling, excessive drinking, spending, or eating, and the use of illegal drugs may modify the mood state, enhance self-identity and serve as a catalyst for social contact. In the case of compulsive buying, spending provides feelings of power, autonomy, and social connectedness. It also serves as a mood stabilizer (Stone 2001). Even though a person may be cognitively aware that he or she has more to lose than to gain through the addiction, the reinforcing effect of the addiction is so strong that escape becomes very difficult.

2.1.2. Compulsive Behaviour

Unlike impulsive behaviours, which are viewed as spontaneous, unplanned, sudden and typically accompanied by powerful urge and anticipation of pleasurable outcomes, compulsive behaviours are generally considered to be frequently repeated actions which, regardless of the consequences associated with them, are often uncontrollable (O'Guinn & Faber, 1989).

Defined as behaviour that is “inappropriate, typically excessive, and disruptive” to those who engage in it, compulsive behaviour is repetitive and seemingly purposeful. It is performed according to certain rules or in a stereotyped fashion and is often used to escape from something that is causing distress in a person’s life (Faber, et al. 1987). Such behaviours are either performed unconsciously or are consciously determined to be the only act that will reduce an individual’s level of stress, regardless of their potential for long-term consequences, such as severe emotional, financial, and interpersonal difficulties (Faber, 1992). At one extreme, compulsive behaviour may be viewed as a crime (drug abuse). At a somewhat lower level, it can be seen as a disease (alcoholism), least negatively it may be perceived as a bad habit (compulsive buying/hoarding).

2.1.3. Compulsive Buying —One Deviant Form of Consumption

The topic of compulsive buying has received increasing attention from researchers since it has been spurred by Holstrom (1985) and Frook’s (1987) articles in magazines with their sensational overtones. Thereafter, a number of empirical papers have been generated about this intriguing form of addiction by some serious studies, like Faber et al.’s (1987) qualitative paper and O’Guinn and Faber’s (1989a) phenomenological explorations. According to D’Astous, Valence, and Fortier (1989), compulsive buying is impelled by a psychological tension arising from internal factors and which is accompanied by a feeling of relief along with the frustration caused by the addictive nature

of the behaviour. The compulsive buyer's motives are not primarily linked to the possession of goods and services; they find their source in the very act of buying (D'Astous 1990).

As a rather extreme perspective on buying motivation, compulsive buying is being more emphasized on its dysfunctional side of buying activities, and is a chronic, repetitive purchasing that becomes a primary response to negative events or feelings (O'Guinn and Faber, 1992). In time, such a tendency implies negative economical and psychological consequences (O'Guinn and Faber, 1989). For example, as Faber and O'Guinn have proposed (1986) and suggested (1988, 1992) that under stress, purchase are often made to "achieve gratification through the buying process". In such cases, the motivation for purchase may not be to obtain utility or satisfaction with a product, but rather an attempt by the individual to escape from unhappy situations (Faber, 1987) and to gain hedonic recreation (Bellenger & Korgaonkar, 1980).

Previous researches have suggested two categories of influence that may be responsible for the buying impulse and subsequent buying responses. These categories include physiological influences (Faber et al., 1987; Krych, 1998) and social psychological influences (Black, Monahan, & Gable, 1997; Bloch, Ridway, & Nelson, 1991; Faber & O'Guinn, 1989). Compulsive buying can provide an "emotional lift" (O'Guinn & Faber 1989), repair hurt feelings (Elliott 1994), improve sense of self-worth (D'Astous 1990),

and reaffirm status through previously experienced means (Bagozzi 1975).

Several comparison studies by Faber and O'Guinn (1988; O'Guinn & Faber, 1989) reported that compared with "normal" customers on theoretically relevant variables, compulsive buyers are more likely to be envious, less generous, more materialistic, more likely to think that shopping is fun, more inclined to question what they bought, stronger on the fantasy-imaginative orientation and higher level of depression anxiety and obsession (Scherhorn, G. 1990).

2.1.4. Adolescent Compulsive Buying

The behaviour of compulsive buying may be a coping response rooted in an individual's early life experience (Friese and Koenig 1993; Rindfleisch, Burroughs, and Denton 1997). D'Astous and Tremblay's (1989) study reported relationships between compulsive buying tendencies and three items pertaining to childhood experiences: "when I was a kid, I could not help but spend immediately the money that I got", "When I was young, I used to save the money I had in order to buy myself things that I wanted most", and "When I was young, my parents used to buy me everything I wanted". The author further speculated that compulsive buying tendencies might originate in early consumption experiences and therefore suggested to study the phenomenon within the teenager consumer population (D'Astous, 1990).

From a human physiology perspective, adolescents tend to be more compulsive and self-conscious than adults because of their neurobiological changes that occur during this critical development period. Thus adolescents may be especially attracted to risky branded products that, in their view, provide immediate gratification, thrill, and/or social status (Cornelia et al. 2005). Because adolescents experience strong pubescent urges and have weak inhibitory control, they are more likely than either children or adults to seek for reckless and risky activities. (Cauffman and Steinberg 2000, Wulfert et al. 2002).

Despite their vulnerability in their age period, some adolescents, however, are much more easily affected than others in their likelihood to pursue reckless and risky activities. Previous studies have also provided us with strong evidences for chronic individual differences in their propensity for compulsive consumption. Most of these differences, however, are in individuals' personality dimensions. Very little is known about how social environment, such as the family, may directly affect adolescents' compulsive buying behaviours. One notable exception is the study of Belk (1988) and Richins (1994) who had studied on how family structure impacts children's compulsive buying and revealed that children use material possessions as an attempt to maintain interpersonal ties threatened by their parents' divorce. The author concluded that the purchase and consumption of material objects is a method to reestablish control and to seek for a sense of security and therefore to reduce the stress associated with their parents' divorce. There still exists a significant research gap in understanding how intergenerational relationships

between parents and children may impact children's compulsivity in purchasing. Due to this reason, the present study is focusing on the exploration of both direct and indirect (through the mediator of self-esteem) relationship between parent-child relationship and adolescent compulsive buying behaviour. In next chapter, three specific parent-child relationship variables (cohesion, expressiveness, and conflict) will be scrutinized individually in terms of their definition with the main previous findings.

2.2. Parent-Child Relationship

2.2.1. Familial Context

Perhaps the most well-documented domain impacting adolescent functioning and mental health is the family context. While adolescents may be considered to be at risk for a number of emotional and psychological disturbances, a number of family characteristics have been found to play an important role in protecting adolescents from negative outcomes (for example, Achenbach, Howell, Quay, & Conners, 1991). In contrast, it has also been well established that a troubling family environment places adolescents at risk for psychiatric disorders and adjustment problems (Hetherington & Martin, 1979, Patterson, 1982).

Previous researchers consistently show that the family environment sets the stage for adolescent development and has most influence on how the adolescent views himself

or herself (Zanden 1993). Therefore, researchers are beginning to understand the importance of examining the family's role in the development of the adolescent identity and the adolescent decision-making skills (Brown and Mann. 1990). For example, studies by Noller, P. and Callan, V.(1991) indicated that each of the developmental tasks of adolescence are best accomplished when the parents' level of control is low to moderate, conflict is low to moderate and the adolescent feels supported and loved. Similarly, Steinberg and Elman's study (1986) found that adolescents obtained higher grades and attended school more often than did their peers when their parents were relatively less permissive, more accepting and less psychological controlling; creating a social climate in which adolescents could experiment is an essential part of adolescent autonomy. Lastly, a recent study by Roberts et al (2006) revealed that perceived levels of family resources and family stress have at least partial (mediating) effect on material values and on the relationship between family structure and material values for older adolescents.

To this point, it seems necessary for us to narrow down our study from an overall family domain to intergenerational relationship and to explore specifically how parent-child relationship may predict one of adolescents' deviant behaviours - Compulsive Buying.

2.2.2. Parent-Child Relationship

While family factors, such as family structure and socioeconomic status, are clearly important, the quality of the parent-adolescent relationship is a particularly critical determinant of adolescent outcomes. There is a large body of evidence to suggest that parent-child relationships are beneficial to adolescents (Marcus & Betzer, 1996; Windle, 1992), and such relationships can serve as a potential factor against delinquency and depression (Juang & Silbereisen, 1999). According to this perspective, how detrimental stressful circumstances may affect an adolescent's adjustment and mental health depend on whether the adolescent senses that her/his emotional needs are being met by her care-giver. Similarly, as stated by Hauster and Bowlds (1990), resilient adolescents, who are typically described as having the capacity to cope effectively with the internal stress of their vulnerabilities and external stress, have better relationships with parents and receive more parental support.

Before continuing a review of previous literature on parent-child relationships, I would like to note here that tools for evaluating parent-adolescent relationships range broadly in length (from stand-alone scales to a few items embedded in a larger survey) and scope (from highly specific to more global). For example, in a comprehensive review of parent-adolescent relationship measures, Decato and her colleagues (Decato, Donohue, Azrin, Teichner, & Crum, 2002) identified over 70 different kinds of instruments that

include structured clinical interviews, rating scales, self-report, open-ended questionnaires, projective instruments, and observational coding schemes etc. Because of the abundance in its measures, parent-child relationship didn't characterize a unitary construct in its studies. This issue is raised to acknowledge the difficulty in identifying a comprehensive measure of parent-child relationship quality that is due to its inherent complexity. Therefore, we decide to examine parent-child relationships from a particular standpoint that incorporates the most conceptually salient features as the foreground of our further analysis. An inevitable but necessary consequence of this choice is to simplify the complexity of parent-child relationships so as to focus on those aspects deemed relevant from a theoretical perspective. Because we are interested in examining how different level of adolescent compulsive buying behaviour may be connected to changes in adolescents' perceptions of the relationship with their parents, in doing so, we will focus on three particular parent-child relationship scales, namely cohesion, expressiveness and control. In this section, the comprehensive model will be developed sequentially by reviewing literatures relevant to the specific variables under study.

2.2.3. Parent-child Cohesion

The family's social climate is defined by the method in which the parent and adolescent interact within the family environment. The tone of the social climate in the family sets the tone for parent-child relationship. For example, if the family environment is

low in support and love and high in conflict and neglect, the parent and adolescent communication process becomes high in conflict and low in successful conflict resolution. Due to that reason, to better specify parent-child cohesion dimensions, it is important to look at the family cohesion as whole.

According to Moore & Moschis (1974), family cohesion is defined as the degree of commitment, help, and support family members provide for one another. High levels of family cohesion have been found to be related to greater self-confidence and low levels of psychological distress and problem behaviours in adolescents (Daniel & Moos, 1990). Low levels of family cohesion, on the other hand, have been found to contribute to both high levels of internalizing behaviours (i.e., high levels of depression and lower self-concept scores) and externalizing behaviours in adolescents (i.e. high level of conduct disorder) (Wentzel & Feldman, 1996). For example, a study of runaway and homeless adolescents by Whitbeck et al (1997) supports the assumption that runaways come from homes where parents exhibit low level of parental monitoring, parental warmth, and supportiveness, as well as high levels of parental rejection-all indicative of a low cohesive relationship between parents and children.

It is now important to turn to a discussion of literature that examines parent-child cohesion in relation to one of adolescents' deviant behaviours-compulsive buying.

2.2.4. Parent-Child Cohesion and Compulsive Buying

In previous marketing literatures, the relationship between family cohesion and family purchasing decision has been well-developed. For example, Park et al's (1991) study indicates that the stronger affectional bonds in family, the greater an individual member's need for intimate relationships and having stronger desire to maintain their long-term affective relationship and therefore use more cooperative manners and conflict avoidance strategies. It results in greater incidence of family joint purchasing decision making, as opposed to single member decision making dominance. Gerrit's (1997) study also confirms that strongly cohesive families evaluate alternatives jointly more often than weakly cohesive families, take into account other family members' needs relatively often, have fewer conflicts and more use problem solving tactics. Finally, studies in *Family Influence Strategies* (Kim 1996, Palan 2005, and Spiro 1983) have suggested that more cohesive families who have more desire to avoid conflict, use heavily of compromising and egalitarian types strategies and are much less likely to rely on the use of authority, impression management and playing on emotion. Following this logic, it is conceivable that children who live in more cohesive families are more likely to care about other family members' feelings and need, and are accordingly less likely to be self-centered in making purchasing decisions.

Based on Hirschi's *Social Control Theory* (Hirschi 1969), we may also theorize that a cohesive parent-child relationship increases the probability that the adolescent will internalize conventional parental values and expectations and conform to normative standards. As Hirschi (1969) states, "the closer that child's relations with his parents, the more he is attached to and identified with them, the lower his chances for delinquency". For example, Moore & Elizabeth (1996) found in their study that children who are close to their parents report a greater sense of general control over their lives and future, greater optimism, and personal satisfaction. The author discussed that when children witness high level of satisfaction, they are more likely to share parental points of view regarding optimism, general, and economic control as well as parents' presumed financial responsibility. As a consequence, children reflect a greater dependence on parents and a reduced sense of personal agency.

A study by Schneewind et al., (1983) sampled 570 families and tested the relationship of several "ecological" variables to prosocial behaviour in 9-14 year old boys and girls. The results indicated that of the seven independent variables, parental acceptance was the most strongly related to two measure of prosocial behaviour in boys and girls. The author concluded that for their sample a loving, warm, caring parent-child relationship appears to provide a foundation for the development of prosocial behaviour in children.

Based on the research result summarized above, in general, children who live in more intimate families care more about other family members' feeling and may behave more conservatively. Those who feel distanced from their parents would experience a certain loss of control, a lessening of optimism, a stronger sense of personal agency, and feel that they have less to lose from the relationship and hence more likely to look to material goods for compensating their loss in control and optimism. We thus have our first hypothesis as follows:

H1a: *Adolescents having less cohesive relationship with their parents tend to have more compulsive buying behaviours than those who are more cohesive with their parents.*

2.2.5. Parent-Child Expressiveness

Our next parent-child relationship dimension is parent-child expressiveness, which is defined as the extent to which family members are encouraged to act openly and to express their feeling directly between parents and children.

Children with parents who were more positively expressive were more protected from major psychological disturbance (Levine 2004). In a three-year longitudinal study in suburban Vermont by Bronstein et al (1993), those children (10-13 years old) whose parents modeled non-hostile expressive behaviour to them appeared to have avoided major psychological problems. The conclusion of the authors was that the parental expression

served as a “buffer” against psychological problems with this age group, and enhanced the children’s developmental outcomes in both the short and long term, as measured by higher levels of social popularity and self-concepts in girls and more positive classroom behaviour by boys.

Moreover, prior researches also suggest that adolescents who felt they could discuss their emotions with their parents had more positive view of their families’ communication styles. For example, a study of 174 junior high school students in Southwestern United States, all Caucasian and ranging in age from 12 to 15, found that teenagers who discussed their emotions with their parents tended to perceive their families as more cohesive, more open to communication and higher level satisfaction in the family unit than those who chose to hide their emotions in front of their parents (Papini et al., 1990).

2.2.6. Parent-Child Expressiveness and Compulsive Buying

While many existing studies have consistently confirmed positive effect of open intergenerational expression on adolescents’ general psychology health, very little research to date has been done directly to examine the effects of parent-child expressiveness on adolescents’ compulsive buying behaviour. One possible indicator of this aspect of parent-child relationships is the level of parent-child communication.

Intergenerational communication processes could modify and channel the influence of information on children from non-family sources - an important buffer against undesirable media influences. For example, in the Moschis and Moore (1982) study of materialism, television exposure was positively related to materialistic values except in those families with strong communication patterns. Much of the criticism of ads and marketing to children might be informed by a better understanding of how these influences operate and are mediated by the family environment.

Furthermore, frequent intergenerational communication may reflect children's greater dependence on parents, who are normally more mature, rational and experienced in consumption. Children hence have more chances to develop into more competent consumers. As suggested by Moschis & Moore (1979) study, children in families where open communication and discussion of ideas are encouraged are more likely to have higher regard for parents' opinions, prefer information sources from parents and have greater knowledge about consumer matters. They are also better able to filter puffery in ads, more negative attitudes toward the marketplace, better able to cognitively differentiate product-related info they are exposed to in the ads, and are the most competent consumers who tend to score lower on materialism (Moschis & Moore 1981). Conversely, children who lack any parent-child communications (either social-oriented or concept-oriented) at home, may tend to rely less on parents and more on external sources of consumer information, such as peer groups and persuasive message in the mass media (Moschis &

Moore 1981). They are thus more susceptible to external information and may have a higher chance of becoming a compulsive buyer than their counterparts.

In general, a greater parent-child communication, whatever its nature, may encourage more expressiveness between parent and child with regard to consumer issues and may reveal a greater underlying parental interest in an adolescent's behaviour. As a consequence, children are less likely to develop deviant consumption behaviours. We therefore have our second hypothesis stated as follows:

H1b: Adolescents live in families that value higher on expressiveness between parent and children are less likely to have compulsive buying behaviours than those live in families with less intergenerational expressiveness.

2.2.7. Parent-Child Conflict

Parent-child relationship is subject to great challenges and changes once the children reach adolescence (Coleman 1985). Due to this obvious reason, parent-child conflict, the key word used to describe this transitional period, becomes our third parent-child relationship scale. It has been suggested that the period of adolescence (age 12-18) is of great psychological upheaval and disturbance caused by developmental tasks (Montemayor, 1983; Rutter, Graham, et al, 1976). Many conflicts that arise during adolescence are caused as parents and adolescents have differing perceptions with regard

to who has control over various domains of the adolescents' life. Tension is caused when children are trying to test their autonomy, while parents struggle with relinquishing their authority. Both parents and adolescents may experience stress during this time and conflict is often the result.

Arnett (2001) points out that conflicts between parents and adolescents may represent more than just a change in the parent-child relationship. Parents may indirectly express their serious concerns for their child's safety and well-being by arguing over seemingly trivial issues around curfews or clothing. As an example, parents' insisting on a strict curfew may be an indirect way of protecting their children from drug use or potential automobile accidents.

High levels of family conflicts have been associated with increased internalizing behaviours in adolescence, including greater emotional detachment from others and higher levels of depression (Daniels & Moos 1990, Gorman-Smith et al 1996). Meanwhile, high levels of conflict also negatively affect adolescent functioning, increase antisocial behaviour and other externalizing behaviours, including association with deviant peers, conduct problems, etc. (Gonzales & Aiken, 2000; Gorman-Smith, Tolan, Zelli, & Huesmann, 1996; Montemayor, 1986).

2.2.8. Parent-Child Conflict and Compulsive Buying

The role of intergenerational conflict in predicting adolescent problems may be able to be explained by *family interactional theory* which posits that intergenerational conflict is a causal factor of negative outcomes among adolescents; only an affectionate and conflict-free parent-child bond would reduce the likelihood of committing deviant acts among adolescents.

Researchers (Bowerman and Kinch 1959, Chorost 1962, and Baumrind 1966) further imply that in adolescents' domination, rejection and punishment on the part of parents may serve to foster rejection and withdrawal from parental, school, and community influences. External forces such as peers therefore become the essential motivational forces in their search for positive self-definition. Consistently, other researchers (Daniels & Moos, 1990; Deater-Deckard & Dodge, 1997) also support that parent-child conflict and harsh punishment may lead to aggressive behaviour with onset in childhood.

Since the family is expected to provide emotional support, when emotional needs are not met or the structure that creates them is lacking within the family, conflicts and their consequences can carry over into the larger society (Emery, 1992) in various forms, such as drug use, hostility and compulsive behaviours. For example, Marta and Frost (1997) found compulsive behaviour in children whose parents criticize, doubt their action,

have high expectations and are highly concerned about the mistakes made by the children. Similarly, Leone (1984) further reported that the addictive compulsive personality sub type typically originates in dysfunctional families, which are characterized by patterns of alcohol and/or emotional conflict. It can therefore be postulated that intergenerational conflict will have positive relationship with the incidence of adolescents' compulsive buying behaviour.

H1c: Adolescents who have more conflicts with their parents tend to have more compulsive buying behaviours than those have less intergenerational conflicts at home.

2.3. Adolescent Self-Esteem

2.3.1. Development of Adolescents' Self-Esteem

Self-esteem is a component of a person's self-concept, defined by Rosenberg (1979) as "the totality of the individual's thoughts and feelings having reference to self as an object". This set of attitudes can be further differentiated into three separate aspects: cognitive, affective and behavioral (Cornille, 1981). The cognitive component of self-concept includes the objective thoughts about the characteristics which the self associates with its own definition. The second component is an affective tone of the individual's view of self and is basically conceptualized as the degree of satisfaction of the person with self as it is perceived. This portion of the self is most commonly referred to as self-esteem or self-regard. Finally, the behavioral component of the self is generally seen

as the active expressions of the affective component.

For an individual, the distinctions of all three self-concept components emerge gradually, rudimentary starting in infancy and continue to evolve through adolescence to adulthood (Chung 1996). Self-awareness firstly comes through children's interactions with objects and people and is inextricably linked to their cognitive development. As children gain self-knowledge through experience, they begin to evaluate that knowledge, making positive and negative judgments about their self-worth. This self-evaluation process is the reflection of children's affective component of self-concept, i.e. self-esteem. There exists two dimensions of self-esteem: competence and worth. Competence involves the belief that one has the wherewithal to accomplish tasks and influence events that affect one's life. The extent to which people value and like themselves is a measure of their worth (Chung 1996). Children who judge their competence and worth in positive terms are said to have high self-esteem, and those whose self-evaluations are generally poor are described as having low self-esteem (Gecas et al 1974)

School-age children begin to compartmentalize their notions of self-worth by making different evaluations of the self in different realms-social, physical, and intellectual (Harter 1982). The relative weight of both positive and negative self-evaluation in these areas has cumulative contributions to their overall estimation of self-esteem. Beginning at about eight or nine years of age, children develop a general index of their value as a person

that is predominately favorable or unfavorable. From then on, this same pervasive view remains relatively constant through their lives (Coopersmith 1967)

Much of our understanding of adolescent development comes from Erikson (1968) and his major contributions to understanding human development from a psychosocial perspective. According to Erikson (1968), human development can be divided into eight psychosocial stages and each stage has its own unique developmental task. To develop a “healthy personality” with each task, the individual must struggle through many conflicts. Following his study, it is believed by some psychologists and psychiatrists that the “*Adolescent Identity Crisis*” is one of such critical conflicts that are rudimentary associated with individuals’ self-esteem and is responsible for the development of many pathologies and related deviant behaviours.

2.3.2. Parental Influence on Adolescent Self-Esteem

Systematic investigation of the antecedents of adolescent self-esteem has consistently shown that self-esteem develops in response to the reactions of others, especially significant others-in particular, parents (Becker 1964; Coopersmith 1967). This statement is consistent with the concept of “Mattering” developed by Rosenberg (1965). Mattering suggests that we make a difference in others’ lives that we matter to them and are significant and valued by them. Rosenberg points out that adolescents’ feeling of

matter to their parents are related to their self-esteem.

Coopersmith (1967) has further identified three key antecedent conditions for the development of high self-esteem in children: (a) the acceptance of child by his/her parents, (b) clearly defined and enforced limits on the child's range of permissive actions by his/her parents, and (c) parental allowance or reject of child's individual freedom within those limits. In all three high self-esteem antecedent conditions, familial influences, specifically parental behaviours, again are proved to be the central element in the development of children's self-worthiness. Research findings by Backman (1970), Gecas (1971), Gilmore (1974) lend support to Coopersmith's previously reported findings, and by way of summary, characterize an equalitarian family climate as being one of acceptance, warmth or love, clear empathic communication, cultivating independence or autonomy, shared responsibilities, and some form or semblance of control as being necessary requisites for adolescents' high self-esteem, full maturity, and social usefulness or productivity.

The present research has been founded on the recognized importance of the concept of self-esteem and that self-esteem appears to be directly related to parental behaviours and practices which characterize adolescents' parent-child relationships. In the following three sections, three specific parent-child relationship dimensions will be discussed individually regarding how they will affect adolescents' self-esteem.

2.3.3. Parent-Child Cohesion & Adolescents' self-Esteem

One of the most reliable and consistent relationships found in socialization research is that of the positive relationship between parental supportive behaviour and children's identity achievement.

Children perceiving love and support from their parents are likely to interpret this behaviour as evidence of a positive appraisal of the child on the part of the parent. In essence, parental supportive behaviour communicates acceptance on the part of the parent which attributes value and worth to the child. Hence a common definition for parental support is behaviour manifest by a parent toward a child that makes the child feel comfortable in the presence of the parent and confirms in the child's mind that he is basically accepted and approved as a person by the parent (Thomas, et al., 1974). It logically follows that the close and cohesive relationship between parents and children make adolescents feel as though they are worthwhile individuals with the capability of effectively acting upon and/or reacting to their immediate environment.

There have been a number of studies conducted with samples of U.S. adolescents measuring parental support and self-esteem. These studies have used various measures of parental support and have focused on different dimensions of self-esteem. In a national sample of high school boys, Bachman (1977) found self-esteem to be related to good

family relations characterized by affection between family members. Similarly, Gecas (1971) reported parental support to be strongly related to dimensions of self-esteem in high school students.

Based on the above summarized theories and studies, we expect a positive relationship between parent-child cohesion and adolescent self-esteem in our research sample.

H2a: Adolescents live in families with cohesive parent-child relationship tend to have higher self-esteem than their counterparts.

2.3.4. Parent-Child Expressiveness and Self-Esteem

Communication and expression within the family could be another important variable in understanding adolescents' self development. For example, in their national sample of families, Olson, Mccubbin and Associates (1983) found good parent-child communication to be a family strength characteristic of low-stress families, and that from the adolescents' perspective, major family stressors most often included arguments with parents over various issues important to the adolescent.

Previous researchers have seen frequent communication to be effective in enabling supportive-affectional feelings and behaviours to be transmitted between children and their

parents. This line of thinking can be well explained with **Symbolic Interaction Theory** (LaRossa and Reitzes 1993): by feeling free to express their feelings and opinions in their families, and by sensing all these feelings and opinions being valued by their parents, the adolescents may well perceive this to be a positive appraisal of self worth and capability. Barber & Thomas(1987) also indicates that the impact of such positive within-family communication on the adolescents' self-esteem would be similar to that which functions between supportive parental behaviour and self-esteem. We therefore predict a positive relationship between parent-child expressiveness and adolescent self-esteem:

H2b: Adolescents having higher expressive relationship with parents will tend to have higher self-esteem level than those who are less expressive with their parents.

2.3.5. Parent-Child Conflict and Self-Esteem

During adolescence, it is typical for children to experience an increased desire for greater autonomy from parents. For children, gaining independence from parents must be a gradual process, during which both the parent and the adolescent will experience stress and tension. (Laursen & Collins, 1994). However, when such tension and stress are not well treated in the family environment and develop into high level of parent-adolescent conflicts that go unresolved, the adolescent will likely to develop an unhealthy identity and low self-concept. For example, in Holmbeck and O'Donnell (1991) research, in which both adolescents and their mothers answered questionnaires concerning family functioning

and adolescent adjustment at both time one and time two (6 months later), the results showed greater levels of conflict for mother-child pairs in which the mother and adolescent disagreed over who should be the decision-maker within the family, and adolescents in families in which mothers were not willing to grant autonomy had decreased self-concept scores over the 6-month period.

Degree of conflict is negatively related to love and empathy and is positively related to guilt and shame (Park & Tansuhaj 1991). Children may feel a certain amount of shame and embarrassment about their conflict with their parents, as well as a loss of respect and competence in their parents. It is conceivable that all the negative feelings that come from the parent-child conflict are accumulated and reduce the level of adolescents' self esteem. We therefore propose our following hypothesis.

H2c: Adolescents who have more conflict with their parents will tend to have lower self-esteem than those who have less conflict with their parents.

2.4. Self-Esteem and Compulsive Buying

Now we would like to link up children's self-esteem with their consumption related behaviour, specifically, compulsive buying. Since adolescents report feeling self-conscious and embarrassed about two to three time more often than do their parents (Larson and Richard 1994), their self-consciousness and social anxiety should tend to

make them more receptive to image advertising and high-status, heavily advertised brands. As Solomon's (1983, 1992) **Symbolic Interactionism Theory** posits, products are often bought to project positive social roles or images, which in turn leads to higher perceptions of self-worth. For example, the goal of most image advertising is to suggest that the featured brands help a person look better, feel better, attract sexual interest, and impress friends (Masten 2004).

Martin and Kennedy (1993) examined female students' responses to glamorous female models in image advertisements and found that those with low self-esteem were more likely to compare themselves with the models. Another study (Martin, Gentry, and Hill 1999) found that adolescent females with poor body images expressed greater liking of attractive advertising models and the products they promoted. Hanley and Wilhelm (1992) further investigated the relationship between compulsive buyers' self-esteem and their money attitudes. Their findings were consistent with the psychiatric literature: those who have lower self-esteem than typical consumers more widely held the belief that money was a solution to many problems and that they had less money (and therefore less coping ability) than peers.

Based on statements above, we predict that adolescent with low (versus high) self-esteem are more likely to be receptive to marketing tactics, to rely on brands' consumption to project a positive image to others and to bolster feelings of self-worth.

They are hence more vulnerable to image advertisements and status brands and are more likely to be a compulsive buyer than those have high level of self-esteem.

H3: Adolescents with lower self-esteem level are more likely to have higher incidence of compulsive buying behaviour than those with higher self-esteem levels.

2.5. Mediator Effect of Self-esteem

We propose here that all three specific parent-child relationships may have an indirect impact on children's level of compulsive buying behaviour through their influence on their children's self-esteem. Specifically, we argue that parent-child relationships influence the degrees to which children develop higher self-esteem, which in turn influences the degree of their compulsive buying intentions. For example, children who are intimate and close to their parents reported a greater sense of general control over their lives and future, greater optimism, and personal satisfaction (Moore & Elizabeth 1996). It is reasonable to expect that those who feel distanced from their parents would experience a certain loss of control, lessening of optimism and lower self-esteem. Children's level of self-esteem would in turn affect the degree to which s/he looks to material goods for self-enhancement and self-worth.

In accordance with the same mechanism on parent-child cohesion dimension, we hypothesize that self-esteem should have the same mediating effect on the relationship

between the other two parent-child relationships (i.e. Expressiveness and Conflict) and adolescents' compulsive buying behaviours. In other words, the expected effects of three parent-child relationship scales on adolescent compulsive buying behaviour should be less when the impact of adolescents' self-esteem is higher. Following the arguments, we forward our fourth hypothesis as states:

H4: The effect of cohesion, expressiveness, and conflict between parent-child relationship on adolescents' compulsive buying behaviour is mediated by adolescents' self-esteem level.

To this point, our entire research model has been built up based on our extensive literature overview. As a summary, figure 2 below depicts our model incorporating all our proposed relationships.

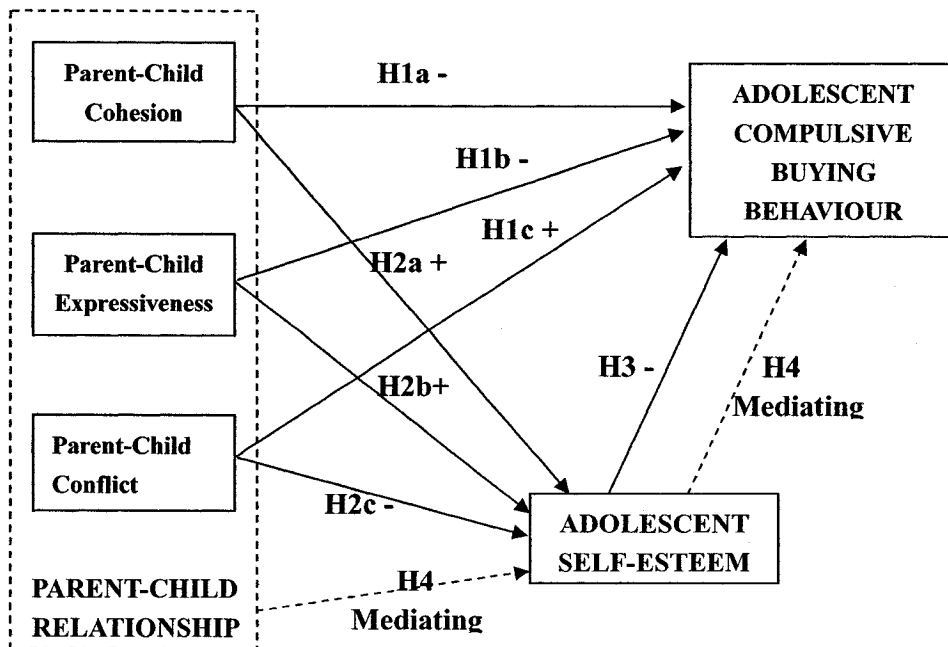


Fig 2. Research Hypotheses Model

Hypothesized relationship between parent-child relationship (parent-child cohesion, parent-child expressiveness, and parent-child conflict), adolescent self-esteem and adolescents' compulsive buying behaviour.

CHAPTER 3: METHODOLOGY

3.1. Sample

To verify our four sets of proposed hypotheses, a total of 327 pieces of questionnaires were distributed to teenagers studying in two high schools in city of Burlington (Ontario, Canada). Each set of questionnaires consisted of family triads, i.e., father, mother, and a teenage child. Past family related studies (Belch et al 1985) have reported the existence of disagreement in evaluating family member relationship between both parent-child and father-mother. Due to this concern, we decided to examine all three family members' ratings on parent-child relationship in the present study. Therefore, separate measures were designed in the present study for parents and children respondents to minimize their measurement errors.

The study's hypotheses were tested using regression analysis, which set the compulsive buying scale as the dependent variable and the hypothesized influence measures as predictor variables. The study used multiple respondent multiple item data in order to ensure convergence in multiple reports. The results exhibited desirable level of convergent and discriminate validity.

3.2. Data Collection Procedure

Data in this research was collected in May, 2007 through the cooperation of two high schools in Burlington, Ontario. Total 327 packages, each containing three questionnaires, were delivered to the teachers with the consent of schools' principals. The teachers then distributed the packages containing three covering letters to three possible triadic family members to fill out. Students' questionnaires were asked to be filled out by students themselves during the class (about 15 minutes) and the other two to be taken home for their parents to complete. Students were instructed to seal the completed questionnaires in the provided envelopes and bring them back to school. To identify matching family members, the three questionnaires in each package had an identical identification number written on their last page. (See Appendix 1 for samples of the questionnaire)

3.3. Measure Scales

The present research contained three sections of measure scales as follows. They are compulsive buying, adolescent self-esteem and parent-child relationship (See Table 1)

3.3.1 Compulsive Buying Behaviour Scale

The first section was to measure adolescents' compulsive buying behaviour by the subjects' response to the given statements on a five point scale which ranged from 1 (=strongly disagree) to 5 (=strongly agree). Four-item compulsive buying scales have the following contexts:

1. *When I go shopping, I buy things I had not intended to purchase.*
2. *It is fun to buy spontaneously.*
3. *When I see something that really interests me, I buy it without considering the consequences.*
4. *I am a person who makes lots of unplanned purchases.*

The scale is an adaptation of Roberts and Tanner (2003) eleven-item compulsive buying scales. The most important consideration is its shortness and convenience. Most items were re-worded to enhance understandability for adolescents.

Roberts and Tanner (2003) developed this 11-item scale to measure the compulsive buying behaviour on existing instrument that has been shown to meet satisfactory levels of reliability and validity (See Faber and O'Guinn 1992). Some items were eliminated because of their irrelevance to teenagers. For example, in the most popular Faber and O'Guinn (1992) compulsive-buying screener, there are questions about writing checks, payday, and credit cards.

3.3.2 Self-esteem

The second section included the 6 item self-esteem scales for children only (part A in children's survey page1) with the following contexts:

1. *In general, I like the way I am.*
2. *Overall I have a lot to be proud of.*
3. *At times I think I am no good at all.*
4. *I feel that I have a number of good qualities.*
5. *In general, I feel satisfied with myself.*
6. *I am not good at making other people like me.*

3.3.3 Parent-Child Relationship Scale

Section three of the questionnaire was designed to test parent-child relationships including three groups of parent-child relationship dimensions. This section included a total of 22 parent-child relationship measuring items covering three underlying dimensions. Specifically, they are parent-child cohesion, parent-child expressiveness and parent-child conflict.

- **Parent-child Cohesion**

First, the cohesion dimension assesses the degree of commitment, help, and support parents provide for the child and the level of closeness in the family overall.

In children's survey (Part D, P 4-5)

1. *I can count on my parents to help me out if I have a problem.*
2. *My parents and I do fun things together.*
3. *Our family eats dinners together.*
4. *Members of my family are very close and get along well.*
5. *Our family enjoy doing things together.*
6. *Family members are supportive of one another during difficult times.*

In parents' survey (Part C: P4)

1. *My children can count on me to help him/her out, if he/she has any problem.*
2. *My child and I do fun things together.*
3. *Our family eats dinners together.*
4. *Members of my family are very close and get along well.*
5. *Our family enjoys doing things together.*
6. *Family members are supportive of one another during difficult times.*

• Parent-child Expressiveness

Second, the expressiveness dimension measures the extent to which both the adolescents and their parents act openly and to express their feeling directly.

In child's survey (Part D: p4-5)

My parent(s)...

1. *encourage me to talk with them about things.*
2. *expect me to tell them when I think a rule is unfair.*
3. *explain why when they want me to do something.*
4. *spend time just talking to me.*
5. *take my ideas seriously, when making family decisions.*
6. *talk it over and reason with me when I misbehave.*
7. *respect my opinion and encourage me to express it.*
8. *praise me if I do things well.*
9. *are the right people to talk to about my personal problem.*

In Parents' survey (Part C: p3-4)

1. *I encourage my child to talk with me about things.*
2. *I expect my child to tell me when he/she thinks a rule is unfair.*
3. *When I want my child to do something, I explain why.*
4. *I spend time just talking to my child.*
5. *When making family decisions, I take my child' ideas seriously.*
6. *I talk it over and reason with my child when he/she misbehaves.*
7. *I respect my child's opinion and encourage him/her to express it.*

8. *I praise my child if he/she does things well.*
9. *I usually tell my child reasons for rules.*

- **Parent-Child Conflict**

Third, the conflict dimension reflects the amount of openly expressed anger, aggression, and conflict between parents and children.

In children's survey (Part d: p4-5)

My parent(s)...

1. *punish me by sending me out of the room.*
2. *will not talk to me when I have displeased them.*
3. *avoid looking at me when I have disappointed them.*
4. *discipline me a lot.*
5. *get angry and yell at me.*
6. *hit me or threaten to do so.*
7. *find fault with me.*

In Parents' survey (Part C: P3-4)

- 1. I punish my child by sending him/her out of the room*
- 2. I will not talk to my child when he/she has displeased me.*
- 3. I avoid looking at my child when he/she has disappointed me.*
- 4. I discipline my child a lot*
- 5. I get angry and yell at my child*
- 6. I physically discipline my child or threaten to do so.*
- 7. I show my child the faults in his/her behaviour.*

3.3.4 Demographics

The last section of the questionnaire consisted of personal and demographic questions. The demographic questions contained in the children's questionnaires included their age, gender, number of sibling, birth order, weekly pocket money from parents, family structure, working status, and monthly working income. The parents' personal information includes age, number of children living in household, education level, annual household income and family structure.

CHAPTER 4: ANALYSIS AND DISCUSSION

4.1. Demographic Profile

Out of 327 sets of questionnaire distributed, a total of 174 packages were returned. In these 174 packages, there are total 109 intact families with full triadic data. The children in these 109 biological two-parent families have an average age of 16.2 and an age range of 14 to 18. Male children accounted for 51.4% and female 48.6%. 53 respondents (48.6%) had a part-time job, and others were unemployed. The average monthly income for those part-time students was 425 CND\$.

About 59.6% of the father and 48.6 % of the mother have completed university or more school level. Around 75% of the families had more than \$ 80,000 household income. The mean value was about \$140, 000 (see Table 2 for details.)

4.2. Overall Factor Analysis

4.2.1 Method

For all compulsive buying, self-esteem and parent-child relationship variables, factor analysis was used to reduce the data into a smaller and more meaningful set of components and to discover dimensions underlying these many variables. After conducting the initial analysis, items of factors obtained were examined for content validity with other

items loading highly on the same factor. Ambiguous loading items were deleted and correlations within the items of each factor were calculated. Items showing low correlations and / or inconsistency with other items of the factor were also deleted. Finally, to confirm the reliability of the resultant factors, Cronbach Alphas were calculated. By means of factoring the data, the reliability and validity of the data can be improved. After conducting factor analysis, the resulting factors for all dimensions were used to construct indices to be used as new variables in later regression analyses.

4.2.2 Result of Factor Analysis

In this section, we are going to present the result of our factor analysis, which is divided into three parts, i.e. compulsive buying dimension, self-esteem dimension and all parent-child relationship dimensions.

- **Compulsive Buying Dimension**

Factor analysis was conducted on all 4 items that belong to compulsive buying behaviours. The factor analysis used principal component extraction and VARIMAX rotation with critical Eigenvalue 1, and the results presented consistent internal patterns within these four self-esteem items. The Cronbach reliability coefficient of all four compulsive buying items was 0.8432 and the total variance explained by this factor is 68.04% (See Table 3).

- **Self-esteem Dimension**

Another Factor analysis was conducted on 6 self-esteem items. Cronbach Alphas were calculated in order to measure the internal consistency of the factors and also to verify the quality of the chosen items as self-esteem measures. The result of Cronbach reliability coefficients of all these 6 self-esteem items is 0.7710. A critical value of 0.6 was used. The total variance explained by this factor is 51.6%. Initial analysis resulted consistent factor patterns for the six adolescent self-esteem items (Table 3)

- **Parent-Child Relationship Dimension**

We conducted factor analysis on all 22 parent-child relationship items separately for each subsample (i.e., children, fathers, and mothers). The object was to develop a family-level measure of parent-child relationship which has interpersonal agreement among the three groups of respondents with respect to the content of the measure, and a high level of reliability for all three sub-samples. For that purpose, item purification process was implemented to elicit a reliable item composite for each dimension and to obtain a similar factor pattern across all three subgroups of respondents.

Firstly, we performed *Exploratory Factor Analyses (EFA)* to retrieve factor patterns with reliable item composites for each group individually. Items with either low loadings on the respective factors (<0.6) or high loadings on multiple factors (>0.4) in one of the three subsample were considered to be ambiguous and were deleted. To achieve

intergroup agreement, we removed items one at a time and repeated the previous rounds of the purification process on remaining items until an identical factor was obtained for all three subgroups.

As a result, a purified 14-item model emerged with three factors whose eigenvalues were greater than 1.0 and accounting for 65.8%, 70.4% and 63.9% of the total variance for fathers, mothers and children respectively. These factors are labeled as: parent-child cohesion (6 items), parent-child expressiveness (6 items) and parent-child conflict (2 items). Cronbach's alphas ranged from 0.7853 to 0.8907, confirming that there was a high degree of internal consistency in the factors. A critical value of 0.6 was used. As indicated by Nunnally (1967) an alpha coefficient of 0.5 to 0.6 is already sufficient to justify internal consistency. Results are shown in Table 4.

After factor analysis, all resulting factors of total 24 dimension variables were used in the following regression analyses section.

4.3. Hypothesis Testing -Regression Analysis

A series of regressions was performed to test all of our hypothesized relationships in this study. Means and standard deviations of all variables used in the regression analyses can be seen in Table 3 and 4.

4.3.1. Effect of Parent-child Relationship on Adolescent Compulsive Buying Behaviour

Result of Hypothesis 1: Parent-child relationship is related to adolescents' compulsive buying behaviour.

Our first sector of hypotheses was designed to test the relationship between all of our three parent-child relationship scales (i.e. cohesion, expressiveness, and conflict) and adolescents' compulsive buying behaviour. The results are summarized in the Table 6 and Table 8 with the following descriptions:

H1a: Parent-child cohesion is negatively related to adolescents' compulsive buying behaviour.

Our first regression was performed to examine the relationship between parent-child cohesion (criterion variable) and adolescents' compulsive buying behaviour (predictor variable). The result has indicated a negative and significant ($t=-2.148$, $P=0.033$) relationship between parent-child cohesion and compulsive buying behaviour in our 174

data samples (Table 6). In our 109 triadic samples, however, this negative effect is only moderately significant with 90% confidence (t value = -1.902, P=0.06). The regression equations for both sample sizes are given as follows:

$$C\text{-COMPUL} = 3.782 - 0.213 C\text{-COH} (F=3.616; P=0.06; R^2=0.024; n=109)$$

$$C\text{-COMPUL}=3.845 - 0.191 C\text{-COH} (F=4.614; P=0.033; R^2=0.02; n=174)$$

H1b: Parent-child expressiveness is negatively related to adolescents' compulsive buying behaviour.

A significant and negative relationship between intergenerational expressiveness and the likelihood of adolescents' engaging in compulsive buying was found in our 109 triadic family samples (t=-2.03, P=0.045), while this relationship is not supported in our 174 data with mixed family structures (P=0.104). This discrepancy obviously calls for our further explanations, which will be covered in latter part of this study.

$$C\text{-COMPUL}=3.909 - 0.259 C\text{-EXPR} (F=4.12; P=0.045; R^2=0.028; n=109)$$

$$C\text{-COMPUL}=3.711 - 0.162 C\text{-EXPR} (F=2.665; P=0.104; R^2=0.05; n=174)$$

H1c: Conflict between parents and children is a positive predictor of adolescents' compulsive buying behaviour.

Only a marginally significant relationship with 90% confidence was found between parent-child conflict level and children's compulsive buying behaviours (t=1.685, P=0.095) in our 109 triadic family sample. However, this positive and significant relationship was

proved when we run the same regression in our 174 unpurified data ($t=2.178$, $P=0.031$).

(See Table 6)

$$C\text{-COMPUL}=2.623 + 0.152 C\text{-CONF} (F=2.84; P=0.095; R^2=0.026; n=109)$$

$$C\text{-COMPUL}=2.774 + 0.143 C\text{-CONF} (F=4.744; P=0.031; R^2=0.021; n=174)$$

As the conclusion, although not all parent-child relationships that we examined in our first series of hypotheses (H1a, H1b, and H1c) show statistically significant influence on adolescents' compulsive buying on 95% confidence, the overall pattern of results is consistent with the idea that cohesion, expressiveness, and conflict within the parent-child relationship are potential explanatory factors for adolescents' compulsive buying behaviours.

4.3.2. Parent-child Relationship effect on Adolescent Self-Esteem

Result of Hypothesis 2: Parent-Child relationship is related to adolescents' Self-esteem

Our second series (H2a, b, c) of regressions were designed to examine whether there exist relationships among three parent-child relationship factors (cohesion, expressiveness, conflict) and children's self-esteem level. The results of regression analyses are summarized in Table 6 and 8 with the following highlights.

H2a: Children having more cohesive relationship with their parents tend to have higher self-esteem than those are less cohesive with their parents. .

The level of cohesion between parents and children have a positive and significant effect on children's self-esteem in both our 174 unpurified data ($t=4.639$, $P<0.001$) and 109 triadic family data ($t=3.819$, $P<0.001$). A more cohesive relationship between adolescents and their parents predicts higher self-esteem level the children have.

$$C-ESTM = 3.905 + 0.224 C-COH \quad (F=14.587; P=0.000; R^2=0.112; n=109)$$

$$C-ESTM = 3.043 + 0.226 C-COH \quad (F=21.523; P=0.000; R^2=0.106; n=174)$$

H2b: Parent-child expressiveness has a positive effect on children's self-esteem.

A positive relationship was discovered in parents-child expressiveness level and children's self-esteem. The finding proves that as the children live in a family that both parents and children act openly and express their feeling directly with each other, children are more likely to have higher self-esteem. This significant relationship was approved again in both sets of our data.

$$C-ESTM = 3.106 + 0.233 C-EXPR \quad (F=11.824; P=0.001; R^2=0.092; n=109)$$

$$C-ESTM = 3.317 + 0.16 C-EXPR \quad (F=5.578; P=0.005; R^2=0.04; n=174)$$

H2c: Parent-child conflict negatively affects the level of children's self-esteem.

The result from our 109 triadic families' data analysis indicate that the increased level of conflict between parent and children leads to a greater probability of children's

engaging in compulsive buying behaviours ($t=-2.543$, $P=0.012$). Again, the same significant relationship was also found in the result of regression analysis of our 174 mixed data ($t=-3.32$, $P=0.001$).

$$C-ESTM = 4.234 - 0.124 C-CONF \quad (F=6.465; P=0.012; R^2=0.049; n=109)$$

$$C-ESTM = 4.198 - 0.123 C-CONF \quad (F=11.025; P=0.001; R^2=0.055; n=174)$$

As a summary, the second set of hypotheses is fully supported. The linkage between parent-child relationship subscales and adolescents' compulsive buying behaviour is strong.

4.3.3. Self-esteem Effect on Adolescent Compulsive Buying Behaviour

Result of Hypothesis 3: Self-esteem has a negative relationship with adolescents' compulsive buying behaviour.

Hypothesis 3 is supported in both 174 and 109 samples. Negative relationship was discovered in self-esteem and children's compulsive buying behaviours (t -value = -2.289 , $P=0.024$). Results of 174 respondents' data analysis also confirmed this relationship ($t=-3.387$, $P=0.001$). This shows that when children have a lower level of self-esteem, the more chance they will have compulsive buying behaviours.

C-COMPUL = 4.528 - 0.394 C-ESTM (F=5.239; P=0.024; R²=0.038; n=109)

C-COMPUL = 4.826 - 0.437 C-ESTM (F=11.474; P=0.001; R²=0.057; n=174)

4.3.4. Mediating Effect of Self-esteem

Result of hypothesis 4: The effects of parent-child relationships on children's compulsive buying behaviour are mediated by children's self-esteem.

Three sets of regressions were run to determine whether the Parent-child Relationship – Adolescent Compulsive Buying Behaviour is of a direct nature or is mediated by individuals' level of self-esteem. This was done by investigating the relationship between adolescents' compulsive buying behaviour (criterion Variable) and parent-child relationship and self-esteem (predictor variables). Since our parent-child relationship has three aspects, three regressions were thus used to test the mediating effects on these three different factors individually.

To test the mediating role, regression analyses need to be conducted to investigate:

1). Whether parent-child relationship (independent variable) has an effect on self-esteem (hypothesized mediator) 2). How the change in adolescent self-esteem (mediator) will affect adolescents' compulsive buying behaviour (dependent variable). 3). whether the relationship between the dependent and independent variable would no longer be significant once the change in the dependent variable noted by the mediator was partialled out. Since condition (1) and (2) have been proved to be true in H2 and H3, the mediating

role of self-esteem in the relationship can be confirmed once condition (3) is proved for these three relationships.

Results (see Table 7) indicated that the mediating effect of self esteem does exist between two of our parent-child relationship subscales, which are parent-child cohesion and parent-child conflict, and children's compulsive buying behaviours. The mediating effect of self-esteem is significant both with 95% confidence in 175 sample pool and marginally significant with 90% confidence in 109 intact family data. That means the higher the family values the cohesive environment between parent and children, the higher self-esteem the children have, which in turn, leads to lower chance their children have compulsive buying behaviour. Similarly, when the significant effect of the hypothesized mediator self-esteem was partialled out, the effect of parent-child conflict was no longer significant. The mediating role of self-esteem was thus approved between parent -child conflict and children's compulsive buying behaviours: the higher the incidence of parent-child conflict in the family environment, the lower the level of children's self-esteem, in turn, leading to higher chances of children's compulsive buying behaviours.

There appeared to have mixed results in the mediating effect of self-esteem between parent-child expressiveness and adolescent compulsive buying: in our 174 unpurified data, the mediating effect can not be concluded to be existent because the effect of parent-child expressiveness on children's compulsive buying was not supported in our

174 data sample. In our 109 intact family data, however, the mediating effect could be reported as significant with 90% confidence (see Table 6 and 8).

In light of the results described above, it can be concluded that the mediating role of self-esteem in this research framework is at least partially supported. Thus, H4 is partially supported.

4.4. Demographic Regression Results

The questionnaire continued with various demographic variables. In an attempt to assess the relationship to compulsive buying behaviour, regression analyses were run with children's compulsive buying behaviour as the dependent variables and the following demographic variables as independent variables: children's gender (CGENDER), children's age (CAGE), number of children at home (CNUMBER), children's weekly spending money from parents (CPOCKET), children's job status (CJOB), and family income (FINCOME).

The regression results in both of our 109 intact family data (Table 9) and 174 unpurified data (Table 10) showed similar results: children's gender and children's pocket money from their parents are significantly related to their compulsive buying behaviours level. Children's part-time job status appeared to be significantly related with their

compulsive buying behaviour in our 174 family data.

Consistent with findings in previous study on both “normal” consumers (O’Guinn & Faber 1989; D’Astous 1990) and college students (Roberts J.A 1998), female adolescents are found to be more likely to have compulsive buying behaviours than their male counterparts ($p=0.001$).

Furthermore, the more pocket money children get from their parents, the more incidence of their compulsive buying behaviours ($p=0.004$). Lastly, children who have a part time job are more likely ($p=0.041$) to have compulsive buying behaviours than those who have no such income sources. However, children’s age, children’s sibling numbers and their family income were found to have no statistically significant impacts on their compulsive buying behaviours in our sample.

4.5. Discussion

The primary object of this study was to investigate how adolescents' compulsive buying behaviour would be affected by parent-child relationship and changes in their self-esteem levels. A total four sets of hypotheses were formulated to examine the relationship among these three major variables.

The results of our first set of hypotheses (H1) has indicated that relationship between children and their parents does have an impact on children's compulsive buying behaviours. Specifically, the level of cohesion (H1a) and expressiveness (H1b) between parent and children has a negative effect on adolescents' compulsive buying, and the parent-child conflict (H1c) is a positive predictor of children's compulsive buying activities. However, the significant relationship is not found between parent-child expressiveness and compulsive buying behaviour in our 174 unpurified data, which includes all kinds of family structure situations. Further serious exploration in the future is required to determine the reason. One possible explanation may lie in the fact that family structure in our 174 unpurified samples has a bigger impact as a bias in children's assessment of their parent-child expressiveness level than on their evaluation of parent-child cohesion and conflict levels. Fortunately, this potential bias was filtered in our 109 intact families, in which the hypothesized relationship was significant and was therefore supported.

The second set of hypotheses was fully supported in both of our unpurified family samples and intact family samples. They were aimed at examining how three parent-child relationships, i.e. cohesion, expressiveness and conflict will affect children's self-esteems. The results revealed that the more cohesive and expressive relationship between the parents and the children result in higher self-esteem of the children. While the intergenerational conflict level between parent-child relationships leads to lower level of adolescents' self-esteem.

For hypothesis 3, self-esteem was found to have negative relationship with the incidence of children's compulsive buying behaviour. This result proved that children's low self-esteem lead their compulsive behaviour in material possessions. This finding is consistent with other studies on adolescents' self-esteem. For example, Wilkinson (2004) has reported direct influence of self-esteem on children's psychological health.

As predicted, mediating roles of self-esteem appear to be present between two of our parent-child relationship items (i.e. cohesion and conflict) and adolescents' compulsive buying behaviours. However, the significance of this mediating effect in our 109 triadic member families is again not as strong as in our 174 unpurified family data. One possible explanation may be that the data collected from these unpurified family structure (including all intact, single parent, divorced and restructured families) have more variances than the data solely from intact families.

CHAPTER 5: CONCLUSIONS

5.1. Overall Summary

Few studies to date have specifically investigated how the incidence of compulsive buying in adolescents could be affected by the relationship with their parents. The present study addresses this void by investigating how three parent-child relationship factors (cohesion, expressiveness and conflict) could have both direct and indirect (through the mediator of self-esteem) effect on children's compulsive buying behaviour.

The evidence presented here is that adolescents' relationships with parents play an important role in adolescents' compulsive buying behaviour. In addition, the primary effects of parent-child relationships appear to be on adolescents' self-esteem rather than directly on their compulsive buying behaviour. This suggests that the quality of intergenerational relationship in children's developmental period plays an important role in construction and evaluation of children's "self-identity". It is children's evaluation of the self rather than the quality of their relationship with their parents that influence the level of children's compulsivity in their consumption behaviours.

5.2. Practical & Theoretical Implications

The results of present study have important implications for researchers, educators and social consumer policy. In addition, the identified compulsive behaviour in consumption may have severe consequences for affected individuals, others around them, and society at large.

In public domain, compulsive buying could negatively impact the natural environment as we are quickly devouring the earth's resources in our hunger for more. Furthermore, increases in personal bankruptcies and credit card debt are other possible negative economic aspects of compulsive buying. It is essential for us to understand how this specific compulsivity is cultivated from individuals' adolescent age, during which people's consumption related value and behaviour are formed.

Possibly the most important implication of this research for public policy makers, advertising practitioners, and marketing managers is the impact the quality of parent-child relationship has on adolescents' increased compulsive buying. Earlier research has concentrated more on the study of character traits (such as depression, anxiety, frustration, fantasy), that give rise to compulsivity. In contrast, our research incorporated the familial behavioral, specifically the parent-child relationship as predictors of children's compulsivity in consumption. Kasser (2002) asserts that individuals orient to material

possessions when they encounter uncomfortable family situation. Under such a situation, compulsive buying was characterized as an attempt to cope with uncertainty and stress from unhealthy parent-child relationship. In fact, recent research by Roberts, Tanner, and Manolis (2005) indicated that adolescents who associate happiness with material possessions report higher levels of family stress compared with those who are less likely to associate happiness with material possessions. From a social consumer policy perspective, one of the implications may be that adolescents should not be the focus of such aggressive marketing campaigns as they are the most vulnerable population to such appeals.

For educators, one important insight can be gained from the result of the present research is that besides social environment and peer influence, parent-child relationship in family domain will both directly and indirectly affect children's compulsivity in consumption. Meanwhile, the relationship between parents and children is important in building up children's self-esteem, the level of which might lay the groundwork to become involved in compulsive buying among adolescents.

After gender, children's pocket money from their parents was found to be the next significant factor in explaining children's compulsive buying ($p < 0.01$). It means that as children get more pocket money from their parents, they are more likely to be involved in compulsive buying activities. Although it may be argued that it could be children's existing compulsivity in buying result in their asking for and getting more money from their

parents, the positive and significant relationship warrants our extra attention. Given the amount of advertising and marketing efforts directed toward children and young adults, parents should encourage and cultivate consumer skills in their children as early as possible. As Carlson et al (1992) suggested that later attempts at consumer education by schools, churches, and others will be more successful if those children have been actively socialized to be competent consumers by their parents.

5.3. Limitation & Future Research

We acknowledge several limitations of the present study, which suggest that the findings should be viewed with caution. Firstly, we used a convenience sample from two high schools which are very close by. They were under the narrow age span (14-18) and are primarily white in upper middle-class families, all of which further reflect sample homogeneity. It provides a useful starting point for thinking about testing our hypotheses among a more diverse sample.

Secondly, to what extent can we generalize from our findings to other countries? In answering this question, we note that Canada is a developed country with comparably well-developed value and belief in both of their culture and market economy. We believe that our findings can be generalized on some extent to nations having the similar level of social background and market environment. Further research in other countries, such as

China, where there exist noticeable differences in both consumption value due to its structural changes in its economy system and intergenerational relationship rooted in its unique and long cultural history, would increase confidence in the generalizability of our findings.

Marketing's contribution toward a better understanding of the outcomes of parent-child relationship can be enhanced by further refining the present model through incorporating peer influence impacts. For example, frequency of children's interaction about consumption with his/her parents leads to communication with peers about such matters as well (Moschis 1985). Further more, the impact of peer influence on both children's development of "self-concept" and parent-child relationship also merits future research considerations.

According to family systems theory, the parental relationship should not be ignored when studying parent-child relationships. One direction in future study should be to scrutinize in how interparental relationship, rather than just the structural model of divorce, could have effect on adolescent psychosocial functioning.

Table 1
All Testing Measures in Questionnaire

Children's Self-Esteem	Children's Compulsive Buying Behaviors
In general, I like the way I am.	When I go shopping, I buy things I had not intended to purchase.
Overall I have a lot to be proud of.	It is fun to buy spontaneously.
At times I think I am no good at all.	When I see something that really interests me, I buy it without considering the consequences.
I feel that I have a number of good qualities.	I am a person who makes lots of unplanned purchases.
In general, I feel satisfied with myself.	
I am not good at making other people like me.	

Parent-Child Relationship Measures	
1. Parent-child Cohesion	
In children's part	In Parents' part
I can count on my parents to help me out if I have a problem.	I can count on my parents to help me out if I have a problem.
My parents and I do fun things together.	My child and I do fun things together.
Our family eats dinners together.	Our family eats dinners together.
Members of my family are very close and get along well.	Members of my family are very close and get along well.
Our family enjoy doing things together.	Our family enjoys doing things together.
Family members are supportive of one another during difficult times.	Family members are supportive of one another during difficult times.

2. Parent-child Expressiveness	
In children's part	In Parents' part
My parent (s)... encourage me to talk with them about things.	I encourage my child to talk with me about things.
expect me to tell them when I think a rule is unfair.	I expect my child to tell me when he/she thinks a rule is unfair.
explain why when they want me do something.	When I want my child to do something, I explain why.
spend time just talking to me.	I spend time just talking to my child.
take my ideas seriously, when making family decisions.	When making family decisions, I take my child's ideas seriously.
talk it over and reason with me when I misbehave.	I talk it over and reason with my child when he/she misbehaves.
respect my opinion and encourage me to express it.	I respect my child's opinion and encourage him/her to express it.
praise me if I do things well.	I praise my child if he/she does things well.
usually tell me the reason for rule.	I usually tell my child reasons for rules.

3. Parent-child Conflict	
In children's part	In Parents' part
My parent (s)... punish me by sending me out of the room.	I punish my child by sending him/her out of the room.
will not talk to me when I have displeased them.	I will not talk to my child when he/she has displeased me.
avoid looking at me when I have disappointed them.	I avoid looking at my child when he/she has disappointed me.
discipline me a lot.	I discipline my child a lot.
get angry and yell at me.	I get angry and yell at my child.
hit me or threaten to do so.	I physically discipline my child or threaten to do so.
find fault with me.	I show my child the faults in his/her behavior.

Table 2

Demographic Item		Range		Demographic Profile				n=109 (intact families only)					
				n=174 (single parent & intact families)		n=109 (intact families only)		n=109 (intact families only)		n=109 (intact families only)			
		Frequency	Percent	Valid Percent	Cumulative Percent	Frequency	Percent	Valid Percent	Cumulative Percent	Frequency	Percent	Valid Percent	Cumulative Percent
Gender of children	Male	85	48.9	48.9	48.9	56.0	51.4	51.4	51.4	56.0	51.4	51.4	51.4
	Female	89	51.1	51.1	100.0	53.0	48.6	48.6	100.0	53.0	48.6	48.6	100.0
	TOTAL	174	100.0	100.0		109.0	100.0	100.0		109.0	100.0	100.0	
Age of children	14	6	3.4	3.4	3.4	3.0	2.8	2.8	2.8	3.0	2.8	2.8	2.8
	15	28	16.1	16.1	19.5	19.0	17.4	17.4	20.2	19.0	17.4	17.4	20.2
	16	59	33.9	33.9	53.4	43.0	39.4	39.4	59.6	43.0	39.4	39.4	59.6
	17	76	43.7	43.7	97.1	42.0	38.5	38.5	98.2	42.0	38.5	38.5	98.2
	18	5	2.9	2.9	100.0	2.0	1.8	1.8	100.0	2.0	1.8	1.8	100.0
	TOTAL	174	100.0	100.0		109.0	100.0	100.0		109.0	100.0	100.0	
				Mean Age = 16.25				Mean Age = 16.19					
Number of children in the household	1	19	10.9	10.9	10.9	11.0	10.1	10.1	10.1	11.0	10.1	10.1	10.1
	2	80	46.0	46.0	56.9	55.0	50.5	50.5	60.6	55.0	50.5	50.5	60.6
	3	55	31.6	31.6	88.5	33.0	30.3	30.3	90.8	33.0	30.3	30.3	90.8
	4	16	9.2	9.2	97.7	9.0	8.3	8.3	99.1	9.0	8.3	8.3	99.1
	5 or more	4	2.3	2.3	100.0	1.0	0.9	0.9	100.0	1.0	0.9	0.9	100.0
	TOTAL	174	100.0	100.0		109.0	100.0	100.0		109.0	100.0	100.0	
				Mean number of children= 2.48				Mean number of children= 2.4					
Household income	Under \$20,000	3	1.7	2.3	2.3	3.0	2.8	3.0	3.0	3.0	2.8	3.0	3.0
	\$20,001-40,000	13	7.5	10.1	12.4	7.0	6.4	7.1	10.1	7.0	6.4	7.1	10.1
	\$40,001-60,000	10	5.7	7.8	20.2	5.0	4.6	5.1	15.2	5.0	4.6	5.1	15.2
	\$60,001-80,000	12	6.9	9.3	29.5	9.0	8.3	9.1	24.2	9.0	8.3	9.1	24.2
	\$80,001-100,000	18	10.3	14.0	43.4	15.0	13.8	15.2	39.4	15.0	13.8	15.2	39.4
	\$100,001-120,000	8	4.6	6.2	49.6	6.0	5.5	6.1	45.5	6.0	5.5	6.1	45.5
	\$120,001-140,000	11	6.3	8.5	58.1	10.0	9.2	10.1	55.6	10.0	9.2	10.1	55.6
	Above \$140,000	54	31.0	41.9	100.0	44.0	40.4	44.4	100.0	44.0	40.4	44.4	100.0
	Total	129	74.1	100.0		99.0	90.8	100.0		99.0	90.8	100.0	
	System missing	45	25.9			10.0	9.2			10.0	9.2		
TOTAL	174	100.0			109.0	100.0			109.0	100.0			
Child's weekly pocket money	less than \$10	85	48.9	48.9	48.9	50.0	45.9	45.9	45.9	50.0	45.9	45.9	45.9
	\$10-19	38	21.8	21.8	70.7	26.0	23.9	23.9	69.7	26.0	23.9	23.9	69.7
	\$20-29	27	15.5	15.5	86.2	19.0	17.4	17.4	87.2	19.0	17.4	17.4	87.2
	\$30-39	11	6.3	6.3	92.5	6.0	5.5	5.5	92.7	6.0	5.5	5.5	92.7
	\$40-49	3	1.7	1.7	94.3	2.0	1.8	1.8	94.5	2.0	1.8	1.8	94.5
	\$50 and above	10	5.7	5.7	100.0	6.0	5.5	5.5	100.0	6.0	5.5	5.5	100.0
TOTAL	174	100.0	100.0		109.0	100.0			109.0	100.0			

Table 3

Factor Analysis Result 1

(n=109)

Children's Compulsive buying and self-esteem

Factors / Measures ^a		Factor Loading	Mean	Cronbach's Alpha
			Standard Deviation	
C-COMPUL ^b	Factor 1: Children's Compulsive buying Behaviour			0.8432
1	When I go shopping, I buy things I had not intended to purchase.	0.839	3.21	
			1.299	
2	It is fun to buy spontaneously.	0.833	3.27	
			1.324	
3	When I see something that really interests me, I buy it without considering the consequences.	0.761	2.84	
			1.203	
4	I am a person who makes lots of unplanned purchases.	0.863	2.59	
			1.285	

Factors / Measures ^a		Factor Loading	Mean	Cronbach's Alpha
			Standard Deviation	
C-ESTM ^c	Factor 2: Children's Self-esteem			0.7710
1	In general, I like the way I am.	0.829	4.25	
			0.683	
2	Overall I have a lot to be proud of.	0.617	4.18	
			0.709	
3	At times I think I am no good at all.	0.683	3.38	
			1.150	
4	I feel that I have a number of good qualities.	0.791	4.00	
			0.683	
5	In general, I feel satisfied with myself.	0.781	4.06	
			0.695	
6	I am not good at making other people like me.	0.571	3.70	
			1.050	

a: Scales measured on a 5-point likert-type scale (disagree strongly to agree strongly).

b: C-COMPUL = Children's compulsive buying behavior

c: C-ESTM =Children's Self-esteem

Table 4
Factor Analysis Results of Parent-child Relationship (n=109)

	Factors / Measures ^a	Factor Loadings ^b						Mean Standard Deviation						Cronbach's Alpha		
		CA		FA		MA		CA		FA		MA		CA	FA	MA
		CA	FA	CA	FA	CA	FA	CA	FA	CA	FA	CA	FA	CA	FA	MA
1	Factor 1: Parent-child Cohesion															
	I can count on my parents to help me out if I have a problem.	0.785	0.802	0.726				4.01	4.33	4.54				0.8773	0.8887	0.8515
	My child can count on me to help him/her out, if he/she has any problem.							1.145	0.982	0.751						
2	My parents and I do fun things together.	0.85	0.717	0.804				3.72	3.87	4.12						
	My child and I do fun things together.							1.191	0.924	0.802						
3	Our family eats dinners together.	0.68	0.828	0.856				4.00	3.94	4.19						
	Our family eats dinners together.							1.176	1.061	0.957						
4	Members of my family are very close and get along well.	0.834	0.856	0.646				3.80	3.93	4.08						
	Members of my family are very close and get along well.							1.150	0.869	0.862						
5	Our family enjoy doing things together.	0.797	0.850	0.793				3.69	4.04	4.18						
	Our family enjoy doing things together.							1.095	0.912	0.683						
6	Family members are supportive of one another during difficult times.	0.788	0.775	0.782				4.04	4.14	4.45						
	Family members are supportive of one another during difficult times.							0.927	0.897	0.713						
	Factor 2: Parent-child Expressiveness															
1	My parents explain why when they want me to do something.	0.683	0.810	0.781				3.20	3.76	4.07				0.8560	0.8837	0.8325
	When I want my child to do something, I explain why.							1.057	0.815	0.725						
2	My parents take my ideas seriously, when making family decisions.	0.827	0.776	0.660				3.62	4.03	4.21						
	When making family decisions, I take my child's ideas seriously.							1.048	0.833	0.698						
3	My parents talk it over and reason with me when I misbehave.	0.815	0.754	0.787				3.55	3.90	4.15						
	I talk it over and reason with my child when he/she misbehaves							1.027	0.838	0.731						
4	My parents respect my opinion and encourage me to express it.	0.84	0.824	0.685				3.76	4.02	4.29						
	I respect my child's opinion and encourage him/her to express it.							1.003	0.839	0.671						
5	My parents praise me if I do things well.	0.692	0.813	0.772				4.04	4.24	4.41						
	I praise my child if he/she does things well.							0.906	0.881	0.733						
6	My parents usually tell me the reason for rule.	0.724	0.796	0.754				3.25	3.87	3.88						
	I usually tell my child reasons for rules.							1.153	0.829	0.800						
7	My parents encourage me to talk with them about things.															
	I encourage my child to talk with me about things.															
8	My parents expect me to tell them when I think a rule is unfair.															
	I expect my child to tell me when he/she thinks a rule is unfair.															
9	My parents spend time just talking to me.															
	I spend time just talking to my child.															

a. these scales were measured on a 5-point likert-type scale (disagree strongly to agree strongly).
b. CA=Children's Assessments; FA=Parents' Assessments; MA=Mothers' Assessment

Table 4--Continued
Factor Analysis Results of Parent-child Relationship (n=109)

	Factors / Measures ^a	Factor Loading			Mean Standard Deviation			Cronbach's Alpha		
		CA	FA	MA	CA	FA	MA	CA	FA	MA
		Factor 3: Parent-child Conflict								
1	My parents will not talk to me when I have displeased them. I will not talk to my child when he/she has displeased me.	0.926	0.949	0.908	2.51	2.27	2.04	0.8334	0.8907	0.7853
2	My parents avoid looking at me when I have disappointed them. I avoid looking at my child when he/she has disappointed me.	0.926	0.949	0.908	1.257	1.152	1.009			
3	My parents punish me by sending me out of the room. I punish my child by sending him/her out of the room.				2.27	2.15	1.92			
4	My parents discipline me a lot. I discipline my child a lot.				1.165	1.118	0.924			
5	My parents get angry and yell at me. I get angry and yell at my child.									
6	My parents hit me or threaten to do so. I physically discipline my child or threaten to do so.									
7	My parents find fault with me. I show my child the faults in his/her behavior.									

a. these scales were measured on a 5-point likert-type scale (disagree strongly to agree strongly).

b. CA=Children's Assessments; FA=Fatehrs' Assessments; MA=Mohters' Assessment

TABLE 5

**Factor Analysis Results of
14 PURIFIED PARENT-CHILD RELATIONSHIP ITEMS**

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	6.356	45.397	45.397	6.356	45.397	45.397	4.112	29.373	29.373
2	1.682	12.013	57.410	1.682	12.013	57.410	3.226	23.045	52.418
3	1.181	8.432	65.842	1.181	8.432	65.842	1.879	13.424	65.842
4	.864	6.174	72.017						
5	.712	5.083	77.100						
6	.631	4.509	81.609						
7	.519	3.708	85.317						
8	.471	3.364	88.681						
9	.391	2.790	91.471						
10	.326	2.327	93.798						
11	.266	1.898	95.696						
12	.251	1.791	97.487						
13	.184	1.315	98.802						
14	.168	1.198	100.000						

Extraction Method: Principal Component Analysis.

Rotated Component Matrix(a)

	Component		
	1	2	3
COH 1	.598	.497	-.148
COH 2	.794	.300	-.038
COH 3	.612	.276	.109
COH 4	.794	.255	-.029
COH 5	.800	.138	-.174
COH 6	.750	.166	-.267
EXPR 1	.206	.673	.006
EXPR 2	.439	.647	-.270
EXPR 3	.225	.820	.018
EXPR 4	.488	.626	-.153
EXPR 5	.405	.587	.050
EXPR 6	.185	.766	-.116
CONF 1	-.104	-.111	.889
CONF 2	-.053	-.045	.917

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.
a. Rotation converged in 5 iterations.

Table 6
Overall Regression Analysis Result
Test of Hypotheses 1 to 3

Dep. Variable	Indep. Variable	n=109 ^a				n=174 ^b			
		Unstandardized Coefficient (t-value)	P-Value (1-way sig. t)	Adjusted R2 (F)	Durbin-Watson	Unstandardized Coefficient (t-value)	P-Value (1-way sig. t)	Adjusted R2 (F)	Durbin-Watson
H1a: COH → C-COMPUL									
C-COMPUL	(Constant)	3.782	0.06	0.024	1.431	3.845	0.033	0.02	2.175
		8.695				11.145			
	C-COH	-0.213				-0.191			
		-1.902				-2.148			
H1b: EXPR → C-COMPUL									
C-COMPUL	(Constant)	3.909	0.045	0.028	1.413	3.711	0.104	0.05	2.188
		8.394				10.164			
	C-EXPR	-0.259				-0.162			
		-2.03				-1.632			
H1c: CONF → C-COMPUL									
C-COMPUL	(Constant)	2.623	0.095	0.026	1.506	2.774	0.031	0.021	2.103
		11.035				15.432			
	C-CONF	0.152				0.143			
		1.685				2.178			
H2a: COH → C-ESTM									
C-ESTM	(Constant)	3.095	0.000	0.112	2.306	3.043	0.000	0.106	2.272
		13.588				16.147			
	C-COH	0.224				0.226			
		3.819				4.639			
H2b: EXPR → C-ESTM									
C-ESTM	(Constant)	3.106	0.001	0.092	2.011	3.317	0.005	0.04	2.117
		12.546				16.107			
	C-EXPR	0.233				0.16			
		3.439				2.86			
H2c: CONF → C-ESTM									
C-ESTM	(Constant)	4.234	0.012	0.049	2.072	4.198	0.001	0.055	2.059
		32.924				41.477			
	C-CONF	-0.124				-0.123			
		-2.543				-3.32			
H3: C-ESTM → C-COMPUL									
C-COMPUL	(Constant)	4.528	0.024	0.038	1.469	4.826	0.001	0.057	2.17
		6.611				9.491			
	C-ESTM	-0.394				-0.437			
		-2.289				-3.387			

a: 109 intact families with children's biological father and mother.

b: 147 all total families data, including intact family, single parent family and re-merged family,

Notations:

C-COMPUL Children's Compulsive Buying Behavior

EXPR Parent-child Expressiveness

C-ESTM Children's Self-esteem

CONF Parent-child Conflict

COH Parent-child Cohesion

Table 7
Test of Mediator

Result of H4: Parent-child relationship + Self-esteem à Children's Compulsive Buying behaviour

Variables		n=109 ^a				n=174 ^b			
Dep. Variable	Indep. Variable	Unstandardized Coefficient (t-value)	P-Value (1-way sig. t)	Adjusted R2 (F)	Durbin-Watson	Unstandardized Coefficient (t-value)	P-Value (1-way sig. t)	Adjusted R2 (F)	Durbin-Watson

H4a: COH + C-ESTM → C-COMPUL										
C-COMPUL	(Constant)	4.765	0.085	0.042	1.49	5.019	0.005	0.059	2.194	
		6.697				9.357				
	C-ESTM	-0.318				3.349				-0.386
		-1.736								-2.821
	COH	-0.142				0.233				-0.104
		-0.142								-1.125

H4b: EXPR + C-ESTM → C-COMPUL										
C-COMPUL	(Constant)	4.852	0.097	0.045	1.498	5.046	0.003	0.055	2.225	
		6.666				8.918				
	C-ESTM	-0.304				3.5				-0.402
		-1.676								-3.039
	EXPR	-0.188				0.161				-0.098
		-1.411								-0.983

H4c: CCONFLICT + C-ESTM → C-COMPUL										
C-COMPUL	(Constant)	4.034	0.063	0.04	1.571	4.381	0.005	0.061	2.173	
		5.125				7.483				
	C-ESTM	-0.333				3.218				-0.383
		-1.878								-2.878
	CONF	0.111				0.231				0.096
		1.205								1.447

a: 109 intact families with children's biological father and mother.

b: 147 unpurified families, including intact family, single parent family and re-merged family,

Notations:

C-COMPUL Children's Compulsive Buying behaviour

C-ESTM Children's Self-esteem

COH Parent-child Cohesion

EXPR Parent-child Expressiveness

CONF Parent-child Conflict

Table 8
Results Summary of Hypotheses Testing

Hypothesis	Research Result	
	109 intact two-parent families	174 single and two parent families
H1a: Adolescents with less cohesive relationship with their parents will tend to have more compulsive buying behaviors than those who are more cohesive with their parents.	^a Marginal Support	^b Support
H1b: Adolescents who live in families that value higher on expressiveness between parent and children are less likely to have compulsive buying behaviors than those who live in families with less intergenerational expressions.	Support	NOT Support
H1c: Adolescents who have more conflicts with their parents will tend to have more compulsive buying behaviors than those have less conflict with their parents.	Marginal Support	Support
H2a: Adolescents who live in more cohesive parent-child relationship families tend to have higher self-esteem than their counterparts.	Support	Support
H2b: Adolescents who live in families with less expressive parent-child relationship will tend to have lower self-esteem than those who are more expressive with their parents.	Support	Support
H2c: Adolescents who have more conflicts with their parents will tend to have lower self-esteem than those who have less conflict with their parents.	Support	Support
H3: Adolescents with lower self-esteem are more likely to have compulsive buying behaviors than those with high self-esteem.	Support	Support
H4a: The effect of cohesion between parent-child relationship on adolescents' compulsive buying is mediated by adolescents' self-esteem.	Marginal Support	Support
H4b: The effect of expressiveness between parent-child relationship on adolescents' compulsive buying is mediated by adolescents' self-esteem.	Marginal Support	NOT Support
H4c: The effect of conflict between parent-child relationship on adolescents' compulsive buying is mediated by adolescents' self-esteem.	Marginal Support	Support

^a**Marginal Support:** hypothesis is supported at 10% significance level.

^b**Support:** hypothesis is supported at 5% significance level.

TABLE 9
Demographic Regression Results (n=109)

Dependent Variable = Adolescents' compulsive buying behaviour (C-COMPUL)

Independent Variable = Demographic variables (FINCOME, CNUMBER, CJOB, CGENDER, CPOCKET, CAGE)

Model Summary (b)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.504(a)	.254	.207	.93633	1.672

a Predictors: (Constant), FINCOME, CNUMBER, CJOB, CGENDER, CPOCKET, CAGE

b Dependent Variable: C-COMPUL

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	28.671	6	4.779	5.451	.000(a)
	Residual	84.165	96	.877		
	Total	112.836	102			

a Predictors: (Constant), FINCOME, CNUMBER, CJOB, CGENDER, CPOCKET, CAGE

b Dependent Variable: C-COMPUL

Coefficients(a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.628	.933		.673	.503
	CGENDER	.658	.194	.314	3.394	.001
	CAGE	.130	.127	.103	1.026	.308
	CNUMBER	-.080	.110	-.064	-.724	.471
	CPOCKET	.205	.069	.268	2.956	.004
	CJOB	.274	.198	.131	1.384	.170
	FINCOME	.037	.048	.071	.765	.446

a. Dependent Variable: C-COMPUL

Residuals Statistics (a)

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	1.9876	4.3661	3.0194	.53018	103
Residual	-2.2289	2.3556	.0000	.90837	103
Std. Predicted Value	-1.946	2.540	.000	1.000	103
Std. Residual	-2.380	2.516	.000	.970	103

a. Dependent Variable: C-COMPUL

- CGENDER:** Children's gender
- CAGE:** Children's Age
- CPOCKET:** Children's pocket money from their parents
- FINCOME:** Family household income
- CNUMBER:** Number of children at home
- CJOB:** Children's job status

TABLE 10
Demographic Regression Results (n=174)

Dependent Variable = Adolescents' compulsive buying behaviour (C-COMPUL)

Independent Variable = Demographic variables (FINCOME, CNUMBER, CJOB, CGENDER, CPOCKET, CAGE)

Model Summary (b)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.475(a)	.226	.203	.90859	2.280

a Predictors: (Constant), FINCOME, CNUMBER, CJOB, CGENDER, CPOCKET, CAGE

b Dependent Variable: C-COMPUL

ANOVA (b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	40.211	5	8.042	9.742	.000(a)
	Residual	137.865	167	.826		
	Total	178.076	172			

a Predictors: (Constant), FINCOME, CNUMBER, CJOB, CGENDER, CPOCKET, CAGE

b Dependent Variable: C-COMPUL

Coefficients(a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.015	.587		1.730	.085
	CGENDER	.734	.144	.362	5.097	.000
	CAGE	.060	.088	.053	.685	.494
	CNUMBER	.064	.072	.060	.882	.379
	CPOCKET	.138	.050	.192	2.767	.006
	CJOB	.310	.152	.152	2.039	.043

a Dependent Variable: C-COMPUL

Residuals Statistics (a)

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	2.2532	4.2379	3.1214	.48352	173
Residual	-2.4216	2.3126	.0000	.89529	173
Std. Predicted Value	-1.796	2.309	.000	1.000	173
Std. Residual	-2.665	2.545	.000	.985	173

a Dependent Variable: C-COMPUL

- CGENDER:** Children's gender
- CAGE:** Children's Age
- CPOCKET:** Children's pocket money from their parents
- FINCOME:** Family household income
- CNUMBER:** Number of children at home
- CJOB:** Children's job status

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Appendix 1

Questionnaire Sample

- Teenagers' Questionnaire
- Fathers' Questionnaire
- Mothers' Questionnaire

TEENAGERS' QUESTIONNAIRE

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Hello,

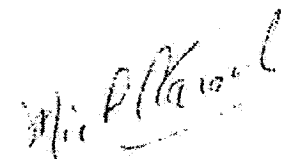
Welcome and thank you for your participating in an important social science study! We are trying to learn more about the way teenagers, such as you, are influenced by social contexts when making purchase decisions. **Please complete the questionnaire on your own, without consulting with other people.**

There are no right or wrong answers to the questions presented in the questionnaire. We are only interested in your candid thoughts and opinions. Your participation is voluntary and you can discontinue at any time, but please be assured that the answers you provide will remain **anonymous and confidential**. The only purpose of the number in the right-hand corner of your survey is to indicate that father, mother, and teenager belong to the same family: but there is no way to identify what family is represented by which number.

To show my appreciation for your effort and time, I will make a contribution to your class: \$20 for each complete set of triadic data (father, mother, and the teenager); \$10 for each complete set of dyadic data (father or mother and the teenager). This money will be used to benefit you in whatever way your class teacher sees fit. As well, a lottery will be run in which your family will have a chance of approximately 1 in 25 to win a cash prize (two drawings for \$200 and four drawings for \$50).

We sincerely hope that you will participate in this research and that you enjoy filling out the questionnaire.

Yours truly,



Michel Laroche, FRSC, D.Sc.hc (Guelph)
Royal Bank Distinguished Professor of Marketing

PART A

Please circle the number that best describes how you feel about yourself (1 = strongly disagree, 5 = strongly agree). The more you agree with the statement, the higher number you will circle.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
In general, I like the way I am.	1	2	3	4	5
Overall I have a lot to be proud of.	1	2	3	4	5
At times I think I am no good at all.	1	2	3	4	5
I feel that I have a number of good qualities.	1	2	3	4	5
In general, I feel satisfied with myself.	1	2	3	4	5
I am not able to do things like most other people.	1	2	3	4	5
I find it hard to imitate the behavior of other people.	1	2	3	4	5
I am not good at making other people like me.	1	2	3	4	5
When I am not sure how to behave in a social situation, I look at how other people are behaving and behave like them.	1	2	3	4	5
I guess I could put on a show to impress or entertain others.	1	2	3	4	5
In different situations with different people, I act very differently.	1	2	3	4	5
I can look anyone in the eye and tell a lie with a straight face (if for a good reason).	1	2	3	4	5
I would probably make a good actor.	1	2	3	4	5
At parties, I try to do or say things that others will like.	1	2	3	4	5
I can trick people by being friendly when I really dislike them.	1	2	3	4	5
I would not change my opinions (or the way I am doing things) in order to please someone or win their favor.	1	2	3	4	5
I am not always the person I appear to be.	1	2	3	4	5
My behavior is usually an expression of my true inner feelings and beliefs.	1	2	3	4	5
In order to get along and be liked, I am what people expect me to be.	1	2	3	4	5
Even if I am not enjoying myself, I pretend to be having a good time.	1	2	3	4	5
I can change my behavior depending on who is around.	1	2	3	4	5

When you are with your friends, you may behave differently than when you are alone. How often do you do the following things when you are with your friends?

	Never	Seldom	Some-times	Often	Very often
I act less talented than I really am in order to make someone like me.	1	2	3	4	5
I do badly on the tests in order to be popular with my friends.	1	2	3	4	5
I break some of my parents' rules in order to keep my friends.	1	2	3	4	5
I skip classes because my best friends urge me to.	1	2	3	4	5
I break rules because my friends urge me to.	1	2	3	4	5
I share my secrets and personal problems with my close friends.	1	2	3	4	5

PART B

For each of the following statements, use the choice that best describes the way you purchase things.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
If I have little experience with a product, I often consult with others.	1	2	3	4	5
I frequently gather information from other people before I buy.	1	2	3	4	5
If the brand has a seal of approval from an independent testing agency, I will trust its performance more.	1	2	3	4	5
Recommendations from professionals or experts influence my choice.	1	2	3	4	5
I often follow the choices of the majority.	1	2	3	4	5
I would like to purchase products and brands my friends will approve of.	1	2	3	4	5
To maintain a good relationship with friends, I often purchase the same products or brands they purchase.	1	2	3	4	5
It is important that others like the products and brands I buy.	1	2	3	4	5
I feel that the purchase or use of a particular brand will enhance my image.	1	2	3	4	5
The endorser or spokesperson of the brand influences the brand image.	1	2	3	4	5
I feel that purchase or use of a particular brand helps me show others who I am, or would like to be (such as an athlete, successful businessman, etc.).	1	2	3	4	5
If I want to be like someone, I often buy the same products or brands they buy.	1	2	3	4	5
When I go shopping, I buy things I had not intended to purchase.	1	2	3	4	5
It is fun to buy spontaneously.	1	2	3	4	5
When I see something that really interests me, I buy it without considering the consequences.	1	2	3	4	5
I am a person who makes lots of unplanned purchases.	1	2	3	4	5

Please indicate how strongly you agree or disagree that each statement describes your influence on other people's purchase decisions.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I like introducing new brands and products to my friends.	1	2	3	4	5
I like helping people by providing them with information about many kinds of products.	1	2	3	4	5
People ask me for information about products, places to shop, or sales.	1	2	3	4	5
If someone asked where to get the best buy on several types of products, I could tell him or her where to shop.	1	2	3	4	5
My friends think of me as a good source of information when it comes to new products or sales.	1	2	3	4	5
Think about a person who has information about a variety of products and likes to share this information with others. This person knows about new products, sales, stores, and so on, but does not necessarily feel he or she is an expert on one particular product. Does this description fit well with you?	1	2	3	4	5

PART C

Please indicate how strongly you agree or disagree that each statement describes your relationships with other people.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
My relationships with other people (e.g., friends) are more important to me than my own accomplishments.	1	2	3	4	5
It is usually better to work with others than to work alone, even if they aren't as good at things as I am.	1	2	3	4	5
I say what I think even if it might hurt others' feelings.	1	2	3	4	5
My own unique identity is very important to me.	1	2	3	4	5
My happiness depends on the happiness of those around me.	1	2	3	4	5
Blending in is better than standing out.	1	2	3	4	5
It is important to me to follow the decisions made by the group.	1	2	3	4	5
I am the same person at home as I am at school.	1	2	3	4	5
Even when I strongly disagree with group members, I avoid an argument.	1	2	3	4	5
I enjoy being unique and different from other people.	1	2	3	4	5
I will stay in a group if they need me, even when I am not happy with the group.	1	2	3	4	5
I do my own thing, regardless of what others think.	1	2	3	4	5
Arguing for what I believe is more important than fitting in.	1	2	3	4	5
I try to do what is best for me, regardless of how that might affect others.	1	2	3	4	5
I go along with what others want to do, even when I would rather do something different.	1	2	3	4	5
I am a worthy member of the various groups I belong to.	1	2	3	4	5
Overall, my friends are considered good by others.	1	2	3	4	5
Overall, having friends or not has very little to do with how I feel about myself.	1	2	3	4	5
My friends often come to me for advice.	1	2	3	4	5
Most people consider my friends, on the average, to be more ineffective than other students.	1	2	3	4	5
The friends I make are an important reflection of who I am.	1	2	3	4	5
I often influence my friends' opinions.	1	2	3	4	5
Overall, I often feel I don't have much to offer to my friends.	1	2	3	4	5
In general, others respect me and my friends.	1	2	3	4	5
My friends are unimportant to my sense of what kind of a person I am.	1	2	3	4	5
In general, getting along with my friends is an important part of my self-image.	1	2	3	4	5

Who do you feel you can talk to about yourself or your problems? (Please mark everyone you feel you can talk to)

- | | | | | |
|--|---|--------------------------------------|---|---|
| <input type="checkbox"/> Close friends | <input type="checkbox"/> Mother | <input type="checkbox"/> Father | <input type="checkbox"/> Stepmother | <input type="checkbox"/> Stepfather |
| <input type="checkbox"/> Brother | <input type="checkbox"/> Sister | <input type="checkbox"/> Grandparent | <input type="checkbox"/> Other relative | <input type="checkbox"/> A friend of the family |
| <input type="checkbox"/> Teacher/counselor at school | <input type="checkbox"/> Other (please specify _____) | | | |

PART D

For each of the following statements, use the choice that best describes the way your parent(s) in general have acted towards you.

<i>My parent(s)...</i>	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
are rather strict with me.	1	2	3	4	5
really expect me to follow family rules.	1	2	3	4	5
sometimes tell me that their decisions should not be questioned.	1	2	3	4	5
let me do pretty much what I want without questioning my decisions.	1	2	3	4	5
want to know exactly where I go at night.	1	2	3	4	5
want to know what I do with my free time.	1	2	3	4	5
encourage me to talk with them about things.	1	2	3	4	5
expect me to tell them when I think a rule is unfair.	1	2	3	4	5
encourage me to look at both sides of an issue.	1	2	3	4	5
punish me by sending me out of the room.	1	2	3	4	5
will not talk to me when I have displeased them.	1	2	3	4	5
avoid looking at me when I have disappointed them.	1	2	3	4	5
don't really like me to tell them about my troubles.	1	2	3	4	5
explain why when they want me to do something.	1	2	3	4	5
know what I spend my money on.	1	2	3	4	5
know who my friends are.	1	2	3	4	5
spend time just talking to me.	1	2	3	4	5
allow me to choose my own friends without interfering too much.	1	2	3	4	5
allow me to decide what is right and wrong without interfering too much.	1	2	3	4	5
allow me to decide what clothes I should wear without interfering too much.	1	2	3	4	5
take my ideas seriously, when making family decisions.	1	2	3	4	5
talk it over and reason with me when I misbehave.	1	2	3	4	5
respect my opinion and encourage me to express it.	1	2	3	4	5
praise me if I do things well.	1	2	3	4	5
ask me to conform to all school rules even if some rules are foolish.	1	2	3	4	5
ask me to respect all my teachers' requests.	1	2	3	4	5
don't like me to argue with them.	1	2	3	4	5
usually tell me the reasons for rules.	1	2	3	4	5
I can count on my parents to help me out if I have a problem.	1	2	3	4	5
My parents and I do fun things together.	1	2	3	4	5
Our family eats dinners together.	1	2	3	4	5
Members of my family are very close and get along well.	1	2	3	4	5

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Our family enjoys doing things together.	1	2	3	4	5
Family members are supportive of one another during difficult times.	1	2	3	4	5
My parents are the right people to talk to about my personal problems.	1	2	3	4	5

For each of the following statements, use the choice that best describes the way your parent(s) in general have acted towards you in the past 6 months.

My parent(s)...	Never	Rarely	Sometimes	Often	Always
make decisions about what I am allowed to do.	1	2	3	4	5
discipline me a lot.	1	2	3	4	5
enforce a rule or do not enforce a rule depending upon their mood.	1	2	3	4	5
nag me about little things.	1	2	3	4	5
get angry and yell at me.	1	2	3	4	5
bring up past mistakes when they criticize me.	1	2	3	4	5
do not give me any peace until I do what they say.	1	2	3	4	5
hit me or threaten to do so.	1	2	3	4	5
punish me by not letting me do things I really enjoy.	1	2	3	4	5
find fault with me.	1	2	3	4	5

PART E

Are you: Male _____ or Female _____

What's your age? 11 _____ 12 _____ 13 _____ 14 _____ 15 _____ 16 _____ 17 _____

How many brothers and sisters do you have?

None _____ 1 _____ 2 _____ 3 _____ 4 _____ 5 or more _____

If you have brothers/sisters, what's your order among them?

Don't have any _____ Oldest _____ 2nd oldest _____ 3rd oldest _____ 4th oldest _____ 5th oldest or others _____

How much spending money do you get from your parents each week?

Less than \$10 _____ \$10 ~ 19 _____ \$20 ~ 29 _____ \$30 ~ 39 _____ \$40 ~ 49 _____ \$50 and Above _____

With which parent(s) do you currently live? (please check only one response)

Mother only _____ Father only _____ Mother and father _____ Mother and stepfather _____
 Father and stepmother _____ Other (please specify _____)

Do you have a part-time job? Yes _____ If yes, how much do you make a month? About \$ _____

No _____

What's your race?

_____Caucasian _____Black or African Canadian _____North American
 _____Asian _____Middle Eastern _____Other (please specify _____)

FATHERS' QUESTIONNAIRE

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Dear Sir,

As part of an academic research program at Concordia University, we are conducting an important social science study regarding the way teenagers are influenced by social contexts when making purchase decisions. This project is funded by both Statistics Canada and Concordia University. It should take approximately twenty minutes of your time.

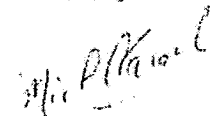
Two questionnaires (one for each parent) have been included in the package brought home by your child. **Please complete each questionnaire separately, without consulting with each other**, and have your child return it to the school in the envelope provided. If only one parent lives in the household, please ignore references in the questionnaire to "you and your spouse" and answer referring only to yourself. In the questions, "my child" refers to the child who brought this questionnaire to you. **Please answer these questions with this child in mind.**

There are no right or wrong answers to the questions presented in the questionnaire. We are only interested in your candid thoughts and opinions. I want to assure you that all responses to this survey will remain **anonymous and confidential**. The only purpose of the number in the right-hand corner of your survey is to indicate that father, mother, and teenager belong to the same family: but there is no way to identify what family is represented by which number.

To show my appreciation for your effort and time, I will make a contribution to the participating class: \$20 for each complete set of triadic data (father, mother, and the teenager); \$10 for each complete set of dyadic data (father or mother and the teenager). This money will be used to benefit your child in whatever way the class teacher sees fit. As well, a lottery will be run in which your family will have a chance of approximately 1 in 25 to win a cash prize (two drawings for \$200 and four drawings for \$50). I would be very happy to send you a copy of the research results upon request.

We sincerely hope that you will participate in this research and that you enjoy filling out the questionnaire.

Yours truly,



Michel Laroche, FRSC, D.Sc.hc (Guelph)
Royal Bank Distinguished Professor of Marketing

PART A

Please indicate how strongly you agree or disagree that each statement describes your feelings.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
My relationships with other people (e.g., friends, relatives) are more important to me than my own accomplishments.	1	2	3	4	5
I say what I think even if it might hurt others' feelings.	1	2	3	4	5
My own unique identity is very important to me.	1	2	3	4	5
My happiness depends on the happiness of those around me.	1	2	3	4	5
Blending in is better than standing out.	1	2	3	4	5
I enjoy being unique and different from other people.	1	2	3	4	5
Even when I strongly disagree with group members, I avoid an argument.	1	2	3	4	5
I do my own thing, regardless of what others think.	1	2	3	4	5
Arguing for what I believe is more important than fitting in.	1	2	3	4	5
I go along with what others want to do, even when I would rather do something different.	1	2	3	4	5

Please indicate how often you do the following to (or with) your child who brought this questionnaire to you.

	Never	Seldom	Some-times	Often	Very often
I tell my child what I do with my money.	1	2	3	4	5
My child and I talk about things we see or hear advertised.	1	2	3	4	5
I tell my child why I bought some things for myself.	1	2	3	4	5
My child and I talk about buying things.	1	2	3	4	5
I go shopping with my child.	1	2	3	4	5
I talk to my child about the importance of comparing prices and brands before buying something that costs a lot of money.	1	2	3	4	5
I tell my child to keep track of the money he/she spends and saves.	1	2	3	4	5
I tell my child that he/she is not allowed to buy certain things.	1	2	3	4	5
I tell my child to shop around before buying something that costs a lot of money.	1	2	3	4	5
I talk to my child about how to choose between products and brands.	1	2	3	4	5
I talk to my child about why I buy the brands or products I purchase.	1	2	3	4	5
I talk to my child about why I like or don't like to shop at certain stores.	1	2	3	4	5
I talk to my child about what I like or don't like about various products or brands made by different companies.	1	2	3	4	5
I tell my child what things he/she should or shouldn't buy.	1	2	3	4	5
I want to know what my child does with his/her money.	1	2	3	4	5
I complain when I do not like something that my child bought for him/herself.	1	2	3	4	5
For most things my child needs I decide what he/she should buy.	1	2	3	4	5

	Never	Seldom	Some-times	Often	Very often
I tell my child not to buy certain things.	1	2	3	4	5
I ask my child to help me buy things for the family.	1	2	3	4	5
I ask my child for advice about buying things.	1	2	3	4	5
I ask my child for advice about things that I buy for myself.	1	2	3	4	5
I let my child decide which things he/she should or shouldn't buy.	1	2	3	4	5
I ask my child what he/she thinks about things that he/she buys for him/herself.	1	2	3	4	5
I ask my child his/her preference when I buy something for him/her.	1	2	3	4	5
I talk to him/her about where different products can be bought.	1	2	3	4	5

PART B

Parents sometimes have to say no to their child when they don't want to purchase something that the child wants. Please read each of the following statements and indicate how often your child (i.e., the one who brought this questionnaire to you) acted in the manner described in the statement when you said no to him/her.

	Never	Seldom	Some-times	Often	Very often
He/she waits and asks again when I am in a good mood.	1	2	3	4	5
My child does something that would please me before he/she asks me again.	1	2	3	4	5
My child says that he/she will pay for all or part of it.	1	2	3	4	5
My child promises me that he/she will help out with household chores.	1	2	3	4	5
My child tries to convince me by telling me that many of his/her friends have "it".	1	2	3	4	5
My child tries to show me how difficult it is for him/her to do without "it".	1	2	3	4	5
My child promises me that he/she will not ask for anything else for a long time.	1	2	3	4	5
My child begs me again and again until I agree to it.	1	2	3	4	5
My child nags me constantly until I agree to buy it for him/her.	1	2	3	4	5
My child is angry and shouts.	1	2	3	4	5
My child shows me how my refusal hurts him/her by looking unhappy and sad.	1	2	3	4	5
My child tells me that he/she can get the best deal for the product now and will never get it this cheaply again.	1	2	3	4	5
My child reasons with me by explaining why he/she should have the product.	1	2	3	4	5
My child asks for it as a reward for doing well in school or in something else.	1	2	3	4	5
My child tells me that I can take what it costs from his/her future monthly allowance.	1	2	3	4	5
My child tries to make me feel guilty by letting me know how bad he/she feels without "it".	1	2	3	4	5
My child stops talking to me for a while in protest.	1	2	3	4	5
My child puts on a sweet face so that I would be more likely to give in to him/her.	1	2	3	4	5
My child becomes cold and uncooperative.	1	2	3	4	5

PART C

Please indicate how strongly you agree or disagree that each statement describes how you are with your child who brought this questionnaire to you.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I would describe myself as a strict father.	1	2	3	4	5
I really expect my child to follow family rules.	1	2	3	4	5
I make most of the decisions about what my child is allowed to do.	1	2	3	4	5
I let my child do pretty much what he/she wants without questioning his/her decisions.	1	2	3	4	5
I sometimes tell my child that my decisions should not be questioned.	1	2	3	4	5
I discipline my child a lot.	1	2	3	4	5
I want to know exactly where my child goes at night.	1	2	3	4	5
I want to know what my child does with his/her free time.	1	2	3	4	5
I expect my child to tell me when he/she thinks a rule is unfair.	1	2	3	4	5
I encourage my child to look at both sides of an issue.	1	2	3	4	5
I encourage my child to talk with me about things.	1	2	3	4	5
I punish my child by sending him/her out of the room.	1	2	3	4	5
I will not talk to my child when he/she has displeased me.	1	2	3	4	5
I avoid looking at my child when he/she has disappointed me.	1	2	3	4	5
I don't really like my child to tell me about his/her troubles.	1	2	3	4	5
I expect my child to do what I say without having to tell him/her why.	1	2	3	4	5
I believe my child has a right to his/her own point of view.	1	2	3	4	5
I take an interest in my child's activities.	1	2	3	4	5
I know who my child's friends are.	1	2	3	4	5
I know what he/she spends his/her money on.	1	2	3	4	5
I allow my child to choose his/her own friends without interfering too much.	1	2	3	4	5
I allow my child to decide what is right and wrong without interfering too much.	1	2	3	4	5
I allow my child to decide what clothes he/she should wear without interfering too much.	1	2	3	4	5
I have confidence in my child's ability to make his/her own decisions.	1	2	3	4	5
When making family decisions, I take my child's ideas seriously.	1	2	3	4	5
I talk it over and reason with my child when he/she misbehaves.	1	2	3	4	5
I respect my child's opinion and encourage him/her to express it.	1	2	3	4	5
I believe that a child will be grateful later on for the strict training he/she receives.	1	2	3	4	5
I believe that strict discipline develops a fine strong character.	1	2	3	4	5
I ask my child to conform to all school rules even if some rules are foolish.	1	2	3	4	5
I ask my child to respect all his/her teachers' requests.	1	2	3	4	5

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I don't like my child to argue with me.	1	2	3	4	5
I push my child to learn more about and to follow our family traditions.	1	2	3	4	5
I usually tell my child reasons for rules.	1	2	3	4	5
I praise my child if he/she does things well.	1	2	3	4	5
My child and I do fun things together.	1	2	3	4	5
I spend time just talking to my child.	1	2	3	4	5
My child can count on me to help him/her out, if he/she has any problem.	1	2	3	4	5
When I want my child to do something, I explain why.	1	2	3	4	5
Members of my family are very close and get along well.	1	2	3	4	5
Our family enjoys doing things together.	1	2	3	4	5
Family members are supportive of one another during difficult times.	1	2	3	4	5
Our family eats dinners together.	1	2	3	4	5

For each of the following statements, use the choice that best describes the way you in general have acted towards the child who also participates in this study in the past 6 months.

	Never	Rarely	Some-times	Often	Always
I enforce my rules.	1	2	3	4	5
I remind my child about little things.	1	2	3	4	5
I get angry and yell at my child.	1	2	3	4	5
I remind my child of his/her past mistakes when I correct him/her.	1	2	3	4	5
I keep after my child until he/she does what I say.	1	2	3	4	5
I physically discipline my child or threaten to do so.	1	2	3	4	5
I discipline my child by taking away his/her privileges.	1	2	3	4	5
I show my child the faults in his/her behavior.	1	2	3	4	5

PART D

For each of the following statements, use the choice that best describes you as a consumer.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I often follow the choices of the majority.	1	2	3	4	5
I would like to purchase products and brands my friends will approve of.	1	2	3	4	5
To maintain a good relationship with friends, I often purchase the same products or brands they purchase.	1	2	3	4	5
It is important that others like the products and brands I buy.	1	2	3	4	5
I like introducing new brands and products to my friends.	1	2	3	4	5
I like helping people by providing them with information about many kinds of products.	1	2	3	4	5
People ask me for information about products, places to shop, or sales.	1	2	3	4	5

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
If someone asked where to get the best buy on several types of products, I could tell him or her where to shop.	1	2	3	4	5
My friends think of me as a good source of information when it comes to new products or sales.	1	2	3	4	5
Think about a person who has information about a variety of products and likes to share this information with others. This person knows about new products, sales, stores, and so on, but does not necessarily feel he or she is an expert on one particular product. Does this description fit well with you?	1	2	3	4	5

PART E

Your age is: Below 30 _____ 31 ~ 40 _____ 41 ~ 50 _____ 51 ~ 60 _____ Above 60 _____

How many children are living in your household? None _____ 1 _____ 2 _____ 3 _____ 4 _____ 5 or more _____

What is your highest level of education obtained?

_____ Partial High School

_____ Completed High School

_____ Partial Technical School or Community College

_____ Completed Technical School or Community College

_____ Partial University

_____ Completed University or more

Your annual household income is:

Under \$20,000 _____

\$20,001~40,000 _____

\$40,001~60,000 _____

\$60,001~80,000 _____

\$80,001~100,000 _____

\$100,001~120,000 _____

\$120,001~140,000 _____

Above \$140,000 _____

What's your race?

_____ Caucasian

_____ Black or African Canadian

_____ North American

_____ Asian

_____ Middle Eastern

_____ Other (please specify _____)

Are you in a single parent family?

Yes _____

No _____

MOTHERS' QUESTIONNAIRE

Michel Laroche, Ph.D., FRSC, DShc
Royal Bank Distinguished Professor of Marketing
Managing Editor - Journal of Business Research
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Dear Madam,

As part of an academic research program at Concordia University, we are conducting an important social science study regarding the way teenagers are influenced by social contexts when making purchase decisions. This project is funded by both Statistics Canada and Concordia University. It should take approximately twenty minutes of your time.

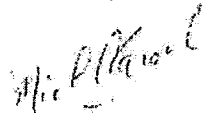
Two questionnaires (one for each parent) have been included in the package brought home by your child. **Please complete each questionnaire separately, without consulting with each other**, and have your child return it to the school in the envelope provided. If only one parent lives in the household, please ignore references in the questionnaire to "you and your spouse" and answer referring only to yourself. In the questions, "my child" refers to the child who brought this questionnaire to you. **Please answer these questions with this child in mind.**

There are no right or wrong answers to the questions presented in the questionnaire. We are only interested in your candid thoughts and opinions. I want to assure you that all responses to this survey will remain **anonymous and confidential**. The only purpose of the number in the right-hand corner of your survey is to indicate that father, mother, and teenager belong to the same family; but there is no way to identify what family is represented by which number.

To show my appreciation for your effort and time, I will make a contribution to the participating class: \$20 for each complete set of triadic data (father, mother, and the teenager); \$10 for each complete set of dyadic data (father or mother and the teenager). This money will be used to benefit your child in whatever way the class teacher sees fit. As well, a lottery will be run in which your family will have a chance of approximately 1 in 25 to win a cash prize (two drawings for \$200 and four drawings for \$50). I would be very happy to send you a copy of the research results upon request.

We sincerely hope that you will participate in this research and that you enjoy filling out the questionnaire.

Yours truly,



Michel Laroche, FRSC, D.Sc.hc (Guelph)
Royal Bank Distinguished Professor of Marketing

PART A

Please indicate how strongly you agree or disagree that each statement describes your feelings.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
My relationships with other people (e.g., friends, relatives) are more important to me than my own accomplishments.	1	2	3	4	5
I say what I think even if it might hurt others' feelings.	1	2	3	4	5
My own unique identity is very important to me.	1	2	3	4	5
My happiness depends on the happiness of those around me.	1	2	3	4	5
Blending in is better than standing out.	1	2	3	4	5
I enjoy being unique and different from other people.	1	2	3	4	5
Even when I strongly disagree with group members, I avoid an argument.	1	2	3	4	5
I do my own thing, regardless of what others think.	1	2	3	4	5
Arguing for what I believe is more important than fitting in.	1	2	3	4	5
I go along with what others want to do, even when I would rather do something different.	1	2	3	4	5

Please indicate how often you do the following to (or with) your child who brought this questionnaire to you.

	Never	Seldom	Sometimes	Often	Very often
I tell my child what I do with my money.	1	2	3	4	5
My child and I talk about things we see or hear advertised.	1	2	3	4	5
I tell my child why I bought some things for myself.	1	2	3	4	5
My child and I talk about buying things.	1	2	3	4	5
I go shopping with my child.	1	2	3	4	5
I talk to my child about the importance of comparing prices and brands before buying something that costs a lot of money.	1	2	3	4	5
I tell my child to keep track of the money he/she spends and saves.	1	2	3	4	5
I tell my child that he/she is not allowed to buy certain things.	1	2	3	4	5
I tell my child to shop around before buying something that costs a lot of money.	1	2	3	4	5
I talk to my child about how to choose between products and brands.	1	2	3	4	5
I talk to my child about why I buy the brands or products I purchase.	1	2	3	4	5
I talk to my child about why I like or don't like to shop at certain stores.	1	2	3	4	5
I talk to my child about what I like or don't like about various products or brands made by different companies.	1	2	3	4	5
I tell my child what things he/she should or shouldn't buy.	1	2	3	4	5
I want to know what my child does with his/her money.	1	2	3	4	5
I complain when I do not like something that my child bought for him/herself.	1	2	3	4	5
For most things my child needs I decide what he/she should buy.	1	2	3	4	5

	Never	Seldom	Sometimes	Often	Very often
I tell my child not to buy certain things.	1	2	3	4	5
I ask my child to help me buy things for the family.	1	2	3	4	5
I ask my child for advice about buying things.	1	2	3	4	5
I ask my child for advice about things that I buy for myself.	1	2	3	4	5
I let my child decide which things he/she should or shouldn't buy.	1	2	3	4	5
I ask my child what he/she thinks about things that he/she buys for him/herself.	1	2	3	4	5
I ask my child his/her preference when I buy something for him/her.	1	2	3	4	5
I talk to him/her about where different products can be bought.	1	2	3	4	5

PART B

Parents sometimes have to say no to their child when they don't want to purchase something that the child wants. Please read each of the following statements and indicate how often your child (i.e., the one who brought this questionnaire to you) acted in the manner described in the statement when you said no to him/her.

	Never	Seldom	Sometimes	Often	Very often
He/she waits and asks again when I am in a good mood.	1	2	3	4	5
My child does something that would please me before he/she asks me again.	1	2	3	4	5
My child says that he/she will pay for all or part of it.	1	2	3	4	5
My child promises me that he/she will help out with household chores.	1	2	3	4	5
My child tries to convince me by telling me that many of his/her friends have "it".	1	2	3	4	5
My child tries to show me how difficult it is for him/her to do without "it".	1	2	3	4	5
My child promises me that he/she will not ask for anything else for a long time.	1	2	3	4	5
My child begs me again and again until I agree to it.	1	2	3	4	5
My child nags me constantly until I agree to buy it for him/her.	1	2	3	4	5
My child is angry and shouts.	1	2	3	4	5
My child shows me how my refusal hurts him/her by looking unhappy and sad.	1	2	3	4	5
My child tells me that he/she can get the best deal for the product now and will never get it this cheaply again.	1	2	3	4	5
My child reasons with me by explaining why he/she should have the product.	1	2	3	4	5
My child asks for it as a reward for doing well in school or in something else.	1	2	3	4	5
My child tells me that I can take what it costs from his/her future monthly allowance.	1	2	3	4	5
My child tries to make me feel guilty by letting me know how bad he/she feels without "it".	1	2	3	4	5
My child stops talking to me for a while in protest.	1	2	3	4	5
My child puts on a sweet face so that I would be more likely to give in to him/her.	1	2	3	4	5
My child becomes cold and uncooperative.	1	2	3	4	5

PART C

Please indicate how strongly you agree or disagree that each statement describes how you are with your child who brought this questionnaire to you.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I would describe myself as a strict mother.	1	2	3	4	5
I really expect my child to follow family rules.	1	2	3	4	5
I make most of the decisions about what my child is allowed to do.	1	2	3	4	5
I let my child do pretty much what he/she wants without questioning his/her decisions.	1	2	3	4	5
I sometimes tell my child that my decisions should not be questioned.	1	2	3	4	5
I discipline my child a lot.	1	2	3	4	5
I want to know exactly where my child goes at night.	1	2	3	4	5
I want to know what my child does with his/her free time.	1	2	3	4	5
I expect my child to tell me when he/she thinks a rule is unfair.	1	2	3	4	5
I encourage my child to look at both sides of an issue.	1	2	3	4	5
I encourage my child to talk with me about things.	1	2	3	4	5
I punish my child by sending him/her out of the room.	1	2	3	4	5
I will not talk to my child when he/she has displeased me.	1	2	3	4	5
I avoid looking at my child when he/she has disappointed me.	1	2	3	4	5
I don't really like my child to tell me about his/her troubles.	1	2	3	4	5
I expect my child to do what I say without having to tell him/her why.	1	2	3	4	5
I believe my child has a right to his/her own point of view.	1	2	3	4	5
I take an interest in my child's activities.	1	2	3	4	5
I know who my child's friends are.	1	2	3	4	5
I know what he/she spends his/her money on.	1	2	3	4	5
I allow my child to choose his/her own friends without interfering too much.	1	2	3	4	5
I allow my child to decide what is right and wrong without interfering too much.	1	2	3	4	5
I allow my child to decide what clothes he/she should wear without interfering too much.	1	2	3	4	5
I have confidence in my child's ability to make his/her own decisions.	1	2	3	4	5
When making family decisions, I take my child's ideas seriously.	1	2	3	4	5
I talk it over and reason with my child when he/she misbehaves.	1	2	3	4	5
I respect my child's opinion and encourage him/her to express it.	1	2	3	4	5
I believe that a child will be grateful later on for the strict training he/she receives.	1	2	3	4	5
I believe that strict discipline develops a fine strong character.	1	2	3	4	5
I ask my child to conform to all school rules even if some rules are foolish.	1	2	3	4	5
I ask my child to respect all his/her teachers' requests.	1	2	3	4	5

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I don't like my child to argue with me.	1	2	3	4	5
I push my child to learn more about and to follow our family traditions.	1	2	3	4	5
I usually tell my child reasons for rules.	1	2	3	4	5
I praise my child if he/she does things well.	1	2	3	4	5
My child and I do fun things together.	1	2	3	4	5
I spend time just talking to my child.	1	2	3	4	5
My child can count on me to help him/her out, if he/she has any problem.	1	2	3	4	5
When I want my child to do something, I explain why.	1	2	3	4	5
Members of my family are very close and get along well.	1	2	3	4	5
Our family enjoys doing things together.	1	2	3	4	5
Family members are supportive of one another during difficult times.	1	2	3	4	5
Our family eats dinners together.	1	2	3	4	5

For each of the following statements, use the choice that best describes the way you in general have acted towards the child who also participates in this study in the past 6 months.

	Never	Rarely	Sometimes	Often	Always
I enforce my rules.	1	2	3	4	5
I remind my child about little things.	1	2	3	4	5
I get angry and yell at my child.	1	2	3	4	5
I remind my child of his/her past mistakes when I correct him/her.	1	2	3	4	5
I keep after my child until he/she does what I say.	1	2	3	4	5
I physically discipline my child or threaten to do so.	1	2	3	4	5
I discipline my child by taking away his/her privileges.	1	2	3	4	5
I show my child the faults in his/her behavior.	1	2	3	4	5

PART D

For each of the following statements, use the choice that best describes you as a consumer.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I often follow the choices of the majority.	1	2	3	4	5
I would like to purchase products and brands my friends will approve of.	1	2	3	4	5
To maintain a good relationship with friends, I often purchase the same products or brands they purchase.	1	2	3	4	5
It is important that others like the products and brands I buy.	1	2	3	4	5
I like introducing new brands and products to my friends.	1	2	3	4	5
I like helping people by providing them with information about many kinds of products.	1	2	3	4	5
People ask me for information about products, places to shop, or sales.	1	2	3	4	5

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
If someone asked where to get the best buy on several types of products, I could tell him or her where to shop.	1	2	3	4	5
My friends think of me as a good source of information when it comes to new products or sales.	1	2	3	4	5
Think about a person who has information about a variety of products and likes to share this information with others. This person knows about new products, sales, stores, and so on, but does not necessarily feel he or she is an expert on one particular product. Does this description fit well with you?	1	2	3	4	5

PART E

Your age is: Below 30 _____ 31 ~ 40 _____ 41 ~ 50 _____ 51 ~ 60 _____ Above 60 _____

How many children are living in your household? None _____ 1 _____ 2 _____ 3 _____ 4 _____ 5 or more _____

What is your highest level of education obtained?

- | | |
|--|--|
| <input type="checkbox"/> Partial High School | <input type="checkbox"/> Completed High School |
| <input type="checkbox"/> Partial Technical School or Community College | <input type="checkbox"/> Completed Technical School or Community College |
| <input type="checkbox"/> Partial University | <input type="checkbox"/> Completed University or more |

Your annual household income is:

- | | | | |
|------------------------|-------------------------|-------------------------|-----------------------|
| Under \$20,000 _____ | \$20,001-40,000 _____ | \$40,001-60,000 _____ | \$60,001-80,000 _____ |
| \$80,001-100,000 _____ | \$100,001-120,000 _____ | \$120,001-140,000 _____ | Above \$140,000 _____ |

What's your race?

- | | | |
|------------------------------------|--|---|
| <input type="checkbox"/> Caucasian | <input type="checkbox"/> Black or African Canadian | <input type="checkbox"/> North American |
| <input type="checkbox"/> Asian | <input type="checkbox"/> Middle Eastern | <input type="checkbox"/> Other (please specify _____) |

Are you in a single parent family? Yes _____ No _____

Appendix 3: Children's Consent letter

CONSENT TO PARTICIPATE

This is to state that I agree to participate in a research product being conducted by Dr. Michel Laroche (Tel: 514-8482424 ext. 2942, Email: laroche@jmsb.concordia.ca) and Mr. Wang, Zheng (Tel: 905-521-8093, Email: wa_z@jmsb.concordia.ca) in the Department of Marketing at Concordia University, Montreal, Quebec, Canada.

A. PURPOSE

I have been informed that the purpose of the research is to investigate how family environment affects adolescents' compulsive buying tendencies.

B. PROCEDURES

I understand that after signing this consent form, Mr. Wang is going to give me three surveys to bring back home for my parents and me to fill out. I'll complete one, seal it with the provided envelop and bring it back to school.

C. RISKS AND BENEFITS

I'm aware that the survey contains neither sensitive nor harmful questions. I also notice that I can have a chance of approximately 1 in 25 to win a cash prize (two drawings for \$200 and four drawings for \$50) as a return of completing the survey. If I request a copy of the research results, Mr. Wang is going to send one to me.

D. CONDITIONS OF PARTICIPATION

• I understand that I am free to withdraw my consent and discontinue my participation at anytime without negative consequences. • I understand that my participation in this study is CONFIDENTIAL. Specifically, my responses will be combined with those from other parents so that individuals cannot be identified. • I understand that the data from this study may be published.

I HAVE CAREFULLY STUDIED THE ABOVE AND UNDERSTAND THIS AGREEMENT. I FREELY CONSENT AND VOLUNTARILY AGREE TO PARTICIPATE IN THIS STUDY.

NAME (please print) _____

SIGNATURE _____

If at any time you have questions about your rights as a research participant, please contact Adela Reid, Research Ethics and Compliance Officer, Concordia University, at (514) 848-2424 x7481 or by email at areid@alcor.concordia.ca.

Appendix 2: Parents' Consent letter

CONSENT TO PARTICIPATE

This is to state that I agree to participate in a research product being conducted by Dr. Michel Laroche (Tel: 514-8482424 ext. 2942, Email: laroche@jmsb.concordia.ca) and Mr. Zheng Wang (Tel: 905-521-8093, Email: wa_z@jmsb.concordia.ca) in the Department of Marketing at Concordia University, Montreal, Quebec, Canada.

A. PURPOSE

I have been informed that the purpose of the research is to investigate how family environment affect adolescents' compulsive buying tendencies through the media of self-esteem.

B. PROCEDURES

I understand that after signing this consent form, Mr. Zheng Wang is going to give my child three surveys to bring back home for us to fill out. I'll complete one; seal it with the provided envelop and have my child bring it back to school.

C. RISKS AND BENEFITS

I'm aware that the survey contains neither sensitive nor harmful questions. I also notice that I can have a chance of approximately 1 in 25 to win a cash prize (two drawings for \$200 and four drawings for \$50) as a return of completing the survey. If I request a copy of the research results, Mr. Wang is going to send one to me.

D. CONDITIONS OF PARTICIPATION

- I understand that I am free to withdraw my consent and discontinue my participation at anytime without negative consequences.
- I understand that my participation in this study is CONFIDENTIAL. Specifically, my responses will be combined with those from other parents so that individuals cannot be identified.
- I understand that the data from this study may be published.

I HAVE CAREFULLY STUDIED THE ABOVE AND UNDERSTAND THIS AGREEMENT. I FREELY CONSENT AND VOLUNTARILY AGREE TO PARTICIPATE IN THIS STUDY.

NAME (please print) _____

SIGNATURE _____

If at any time you have questions about your rights as a research participant, please contact Adela Reid, Research Ethics and Compliance Officer, Concordia University, at (514) 848-2424 x7481 or by email at areid@alcor.concordia.ca.