



## Influence of the Nag Factor on Parents' Buying Behaviour

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### Abstract

*Nag Factor is an emerging concept for marketers to find new avenues of market and ways for tapping the potential of household markets. The study illustrates the perceptions of parents regarding the pester power influence or nag factor on their buying behaviour and their strategies to tackle the nagging strategies of children. Thus, the purpose of the paper is to propose a model illustrating interactions between the factors of nag factor and assessing the extent of influence of nag factor on the buying behaviour of a particular class of parents who are well employed and affluent in Kerala. 112 teachers from colleges affiliated to various universities in Kerala having children under 18 years old were selected for the study. Independent Sample t-test, ANOVA and SEM are applied to draw inference about the significance of difference in the perception of respondents about the constructs of Nag factor influences on Buying Behaviour.*

**Keywords:** Nag Factor, Pester power, Consumer Behaviour

### Background of the Study

Changing family structure and pattern has brought many changes in the consumer behaviour. Every member of the family has a unique role in buying any category of product. Changes during the last decades have revolutionized the role of children in families. As a result, children enjoy the power of influencing the entire family buying habits and decisions. Indian children do not have much purchasing power as compared to western counterparts but still they play very significant role in influencing parent's purchasing decision (Kaur and Singh, 2006)<sup>1</sup>. Because, children today are more exposed to market and product information and communicate with parents and peer groups a lot. This has been led to increase the demand of products by children and they have choices of their own. Marketers take the opportunity and use the nag factor as a tool for targeting children not only for child-centric products but also for the household items. The nag factor is explained as the tendency of children, who are continuously motivated with messages of marketers, to unrelentingly request the parents for advertised items (Holly K. M. Henry and Dina L. G. Borzekowski, 2011)<sup>2</sup>. The discretionary income of children and their power to influence buying behaviour of parents have increased overtime. The enormous increase in the number of medias and informed about the advertised products thereby creating a growing space for children for nagging. The nagging intensity, counter strategies and effect are varied significantly according to product categories, demographic details of both children and parents.

## **Review of Literature**

The nag factor is defined as the direct or indirect influence of children over the family or household purchases (Upadhyaya, 2007)<sup>3</sup>. Children are the major influencers in most family decisions in the new generation families and their influence is determined by certain characteristics of products, family structures, parental characteristics, age (McNeal et al., 1998)<sup>4</sup>, (Levy and Lee, 2004)<sup>5</sup> and other demographic variables (McNeal, 1999)<sup>6</sup> and (Tamara F. Mangle Burg, 1990)<sup>7</sup> because, there has recently been an increasing recognition of children in family. Patti M. Valkenburg & Joanne Cantor (2002)<sup>8</sup> viewed that development of children's consumer behavior or nagging behaviour starts from the age of 2 to 5. Children often believe that the characters and events that they encounter in the media are real and do not understand the persuasive intent of commercials from television programs. Shabbir (2016)<sup>9</sup> states that television advertisements exposure and peer inspiration make a significant influence in purchase preference as well as quantity demanded by children. Age of children is regarded as direct influencer in family decision making. Children from about age eight to fifteen years have the most influence (Darley and Lim & Moschis and Mitchell, 1986)<sup>10,11</sup>. Children constitute a very critical element to marketers because they have their own purchasing power, they have high influence on their parents' buying decisions. Today children have the influencing power for almost all product categories. Whether the product is for child's own use like toys, snacks, clothes, etc. or the product for family use like family vacation or the product for household like rice, food, tea/coffee, child is having very strong influencing power (Gupta, 2012)<sup>12</sup>. Packaging, characters and commercials were the main forces compelling children to nag. There are three types of nagging viz. juvenile nagging, nagging to test boundaries, and manipulative nagging. The most common methods adopted by the parents to deal with nagging were limiting commercial exposure and explaining to children the reasons behind making or not making certain purchases. The other strategies to deal nagging are giving in yelling, ignoring, distracting, staying calm and consistent, negotiating and setting rules and allowing alternative items (Borzekowski, H. K., 2011)<sup>2</sup>. Children nag until their parents finally admit defeat. The success of such attempts on the type of offering, characteristics of the parents, age of the children and stage of the process. Working and single parents on the other hand are more likely to give in because they face more time pressures. Children's impact on family decision in shopping has been steadily increased (Tiwari, 2015)<sup>13</sup>. It is revealed that children developed increasingly sophisticated recognition about TV commercials including attribution of persuasive intent with age. Older children whose parents had a higher than average educational level was more inclined to induce a purchase decision than younger children whose parents were less educated (Thomas Robertson and John R. Rossiter, 1974)<sup>14</sup>. Low income children suggest even one exposure to a commercial produced favorable attitude towards the advertised products (Goldberg, 1977)<sup>15</sup>. Children and young people of today are consumers at an earlier age than previous generations and they are heavy media users. They are increasingly considered as consumers due to the fact that they have their own money and influence the family's consumption (Tufte, 2007)<sup>16</sup>. Young children's product-involvement level was influenced by parents, product category and peers (Hornik, 2010)<sup>17</sup>. It is noted that the type of product and age of the

child impact parents' perceptions of children's influence on purchase decisions. There was no significant difference in parents' perceptions of children's influence based on gender or ethnicity. The perception of children's influence was highest for products that related directly to the child. The age of the child influenced parents' perceptions of influence (Ogden, 2011)<sup>18</sup>. Parent's perceptions of children's influence on purchase decisions were significantly different between product type, gender, age and parent's communication style. However, no difference between nations and different geographical areas (Ramzy et.al. (2012)<sup>19</sup>.

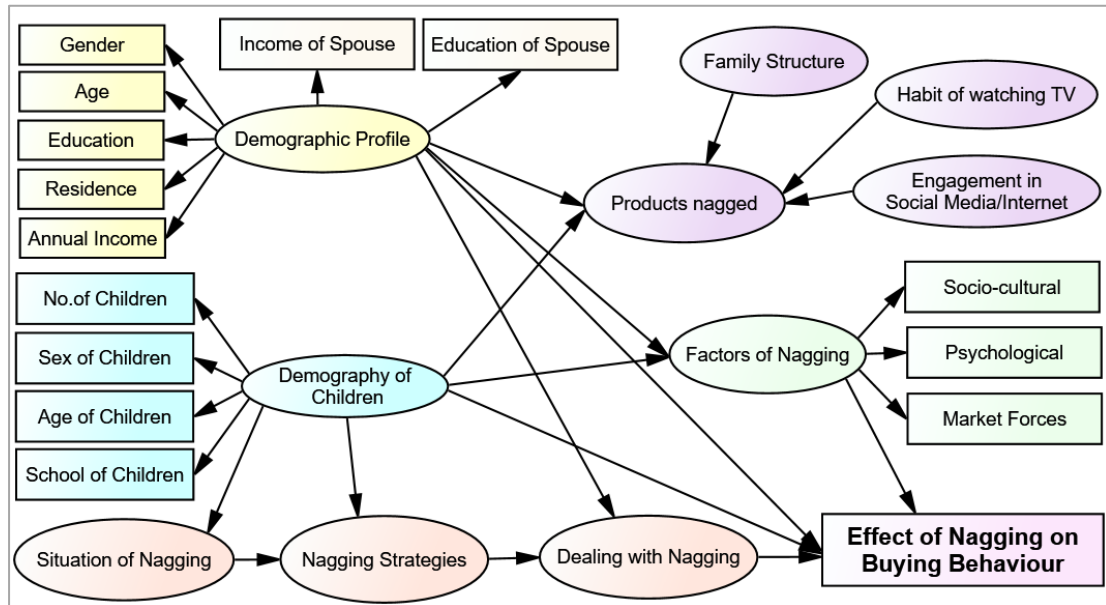


Fig.1 Conceptual model (Source: developed by the researcher)

### Research Problem

The nag factor is a global phenomenon and children are becoming supreme power in household decision making especially in the trendy nuclear families. Kerala is considered to be one of the most affluent and developed state of India in terms of quality of life, education, embrace of technology etc. The nag factor is generally viewed as a negative behaviour from the part of children. But, this concept significant in unveiling the personality and peer group interaction of children and their responses towards socialization agents and market related information. It also exhibits the parental relationships with children. However, the effect of nag factor changes according to the family structures, socio-economic profile of the family, buying behaviour of parents and demography of children. The earlier studies in India have not touched the nag factor and its influence on parents' buying behaviour on the basis of socio-economic background of the parents, the strategies of children to persuade parents and parents counter response strategy and a structural model for explaining the effect of nag factor as well. Therefore, this research intends to address the research gap by raising certain research questions as to:

1. What are the factors influencing the nag factor?
2. What are the nagging strategies of children to persuade parents to buy the demanded products?
3. What are response strategies of parents towards the persuading strategies of children?

4. What is the perceived effect of nag factor on the buying behaviour of parents of different Socio-economic background?

The research questions are formulated based the gaps of previous researches on the related areas of the research.

### **Scope of the Research**

This research is aimed to explore the effect of nagging on the buying behaviour of parents in Kerala. The various topics covered under the research are nag factor, factors influencing nag factor, children persuading strategies, parents' strategy to deal nag factor and the effect of nag factor on buying behaviour of parents. For the purpose of this research, teachers in arts and science colleges affiliated to Universities in Kerala, having children in the age group of four to eighteen years old are selected.

### **Objectives**

The following objective are set based on the research questions and scope of the research:

1. To identify the types of products generally demanded by the children.
2. To identify the factors influencing the children to nag for advertised items.
3. To identify strategies of children to persuade parents to buy the products and parents' response to the persuading strategies of children.
4. To assess perceived effect of Nag factor on the buying behaviour of parents.
5. To propose models for the factors and effect of Nag factor on buying behaviour.

### **Hypotheses**

The following research hypotheses are formulated based on the research gap and objectives of the research:

1.  $H_{a01}$ : The nagging strategies of children is significant varied according the demographic profile of the children.
2.  $H_{a02}$ : The perceived effect of nagging on buying behaviour is significantly different based on the socio-economic background of parents.

### **Rationale of the study**

Nag factor is being considered as one of the fastest growing strategies in the world as it generates more consumers especially in children. In Kerala, as the pattern of family changes, the nag factor gaining importance. The socio-economic background of the families, abreast of technological advancements, and media influences inspires children for nagging thus it becomes a lucrative segment for the marketers. The findings of the study on nagging would generate valid inferences about the behaviour of children, their responses to advertised products and their influence on buying behaviour of parents. The result would be beneficial for marketers, social engineers, researchers and academicians for their research and decision-making purposes. The marketers may be stood benefitted out of the results as they may be able to understand the intensity of nagging and scope for creating more effective strategies to fire the nagging as it is a worthwhile segment for them. Social engineers and academicians can practically understand the molding effect of advertisements and other socialization agents on the behaviour of children in demanding products for own use and for the family. The researchers will also be interested to know the pester power

influence based on socio-economic background of the family and other related variables for further researches.

### Research Methodology

The research is designed as descriptive in nature. The judgmental sampling technique is employed for selecting the sampling units. The sample size is 112 teachers of arts and science colleges affiliated to universities in Kerala having children in the age group of four to eighteen years old. Both secondary and primary data are used for the study. The primary data from the respondents are collected by administering a questionnaire prepared under google.doc platform. Descriptive statistics like mean, standard deviation etc. are used for describing the scaled data. Frequency Tables are used for presenting categorical data. Inferential statistics like t-tests and ANOVA analysis are used for testing the hypotheses. Structural Equation Modelling (SEM) is used for building and validating the model of the effect of nag factor on buying behaviour of parents.

### Results and Discussion

**Table No.1**  
**Descriptive Statistics – Products nagged by Children**

	N	Mean	Std. Deviation	Rank
Eatables	112	4.9643	2.63518	1
Books/Stationery	112	4.4821	2.64225	2
Toys	112	4.3214	2.39019	3
Clothing	112	3.4821	2.08885	4
Cosmetics	112	3.4643	2.70329	5
Fancy Items	112	3.3750	2.52668	6
Soft drinks	112	3.2321	2.86668	7
Automobiles	112	3.1964	2.82469	8
Sports items	112	3.1786	2.47979	9
Electronics Goods	112	2.8929	2.26979	10

Source: primary data

It is found that children are highly nagged for eatable (Mean: 4.9643, SD: 2.63518) followed by books and stationery items (Mean: 4.4821, SD: 2.64225) and toys (Mean: 4.3214, SD: 2.39019). The TV advertisements of food or confectionary items are directly targeted to children. Obviously, there would be a tendency of children to demand such items more when compared to others. The least nagged item is electronic goods. The table 1. exhibits the ranking of products nagged by children.

### Factors influencing the children to nag for advertised items

The SEM has been used to identify the factors influencing the nag factor and to estimate the inter-related dependence relationships and causal processes of such factors in order to enable better conceptualization of the theoretical framework of the research. A Confirmatory Factor Analysis (CFA) was done to link the observed variables to their causal latent variable. In order to satisfy the validity procedure of the measurement model, item, construct, convergent and discriminant validity tests were carried out for establishing acceptable levels of goodness-of-fit.

### Item Validity



**Table 2**  
**Regression Weights – Factors Influencing Nag Factor**

Socio-Cultural Factors [F1]						Psychological Factors [F2]					
OV	LV	E	SE	CR	p	OV	LV	E	SE	CR	p
SF1	F1	1	-	-	-	PF1	F2	1.000	-	-	-
SF2	F1	.928	.206	4.504	***	PF2	F2	1.306	.274	4.774	***
SF3	F1	.658	.297	2.214	.027	PF3	F2	1.054	.244	4.327	***
SF4	F1	1.552	.366	4.246	***	PF4	F2	1.434	.273	5.248	***
SF5	F1	1.703	.437	3.896	***	Market Forces [F3]					
SF6	F1	.739	.272	2.717	.007	MF1	F3	1.000	-	-	-
SF7	F1	1.614	.380	4.250	***	MF2	F3	1.089	.193	5.631	***
SF8	F1	1.354	.355	3.817	***	MF3	F3	1.288	.195	6.601	***
E = Estimate, OV= Observed Variable						MF4	F3	1.505	.254	5.916	***
LV = Latent variable, CR = Critical Ratio						MF5	F3	.998	.235	4.239	***

Source: primary data

It is assumed that if the loadings in the regression weights are greater than 0.5, then an item or factor keeps the item validity. The regression weights of the observed variables of the constructs Socio-Cultural Factors [F1], Psychological Factors [F2] and Marker Forces [F3] are found greater than 0.5 and the sig. value is less than  $\alpha$  0.05 and Critical Ratio [CR] is greater than 1.96 in all cases. Therefore, each observed variable in each construct maintains item validity.

#### Construct Validity

**Table 3**  
**Construct Validity (Composite Reliability) – Factors Influencing Nag Factor**

Socio-Cultural Factors [F1]							Psychological Factors [F2]						
OV	LV	$\lambda$	$\delta$	SE	CR	p	OV	LV	$\lambda$	$\delta$	SE	CR	p
SF1	F1	.579	.643	.135	4.781	***	PF1	F2	.602	.589	.115	5.113	***
SF2	F1	.588	.529	.105	5.048	***	PF2	F2	.795	.332	.072	4.586	***
SF3	F1	.333	1.129	.218	5.181	***	PF3	F2	.691	.406	.081	4.987	***
SF4	F1	.804	.429	.101	4.238	***	PF4	F2	.985	.022	.040	.537	.591
SF5	F1	.860	.333	.098	3.398	***	Market Forces [F4]						
SF6	F1	.427	.796	.156	5.108	***	OV	LV	$\lambda$	$\delta$	SE	CR	p
SF7	F1	.805	.460	.109	4.228	***	MF1	F3	.815	.276	.076	3.604	***
SF8	F1	.670	.729	.151	4.816	***	MF2	F3	.721	.597	.126	4.747	***
Composite Reliability [F1] = <b>0.835</b>							MF3	F3	.828	.415	.103	4.043	***
Composite Reliability [F2] = <b>0.875</b>							MF4	F3	.842	.507	.158	3.210	.001
Composite Reliability [F3] = <b>0.832</b>							MF5	F3	.575	1.096	.226	4.848	***

Source: primary data

Construct validity is checked in order to test whether the scale measures the constructs in the study adequately. The composite reliability determines the construct validity. The composite reliability value ranges from 0-1 and where all path loadings from construct to measures are expected to be strong if it is greater than 0.70 and reliable if it is greater than 0.6. Composite reliabilities of the constructs Socio-cultural Factors [**0.835**], Psychological Factors [**0.875**] and Market Forces [**0.832**] have a

value greater than 0.70 which indicates that there is high level of internal consistency i.e. construct validity. Composite reliability =  $\frac{(\sum \lambda)^2}{(\sum \lambda)^2 + \sum \delta}$  where  $\lambda$  = Standardized Factor

Loadings  $\delta$  = Measurement Error. **Socio-cultural Factors** =  $\frac{(5.066)^2}{(5.066)^2 + 5.048} = 0.835$ ,

**Psychological Factors** =  $\frac{(3.073)^2}{(3.073)^2 + 1.349} = 0.875$ , **Market Forces** =  $\frac{(3.781)^2}{(3.781)^2 + 2.891} = 0.832$ .

### Convergent Validity

Table 4

Convergent Validity (AVE) – Factors influencing Nag Factor

Socio-cultural Factors [F1]			Psychological Factors [F2]			Market Forces [F3]		
OV	$\lambda$	$\lambda^2$	OV	$\lambda$	$\lambda^2$	OV	$\lambda$	$\lambda^2$
SF1	.579	0.335241	PF1	.602	0.362404	MF1	.815	0.6642
SF2	.588	0.345744	PF2	.795	0.632025	MF2	.721	0.5198
SF3	.333	0.110889	PF3	.691	0.477481	MF3	.828	0.6855
SF4	.804	0.646416	PF4	.985	0.970225	MF4	.842	0.7089
SF5	.860	0.7396	AVE = 0.61			MF5	.575	0.3306
SF6	.427	0.182329	$AVE = \frac{(\sum \lambda^2)}{n}$ where $\lambda$ = Standardized Factor Loadings $n$ = No. of Observed Variables					
SF7	.805	0.648025						
SF8	.670	0.4489						

Source: primary data

The convergent validity is established when each observed variable correlate strongly with its construct. Average Variance Extracted (AVE) is used to measure the validity of each construct and it must exceed the variance due to the error. The value of AVE ranges from 0-1. The convergent validity is assumed if the AVE is greater than 0.50. The convergent validity shall not be established when there are high error estimates [ $\delta$ ].

Socio-cultural Factors =  $AVE = \frac{(\sum \lambda^2)}{n} = \frac{3.74527}{8} = 0.43$ , Psychological Factors =  $AVE = \frac{(\sum \lambda^2)}{n} = \frac{2.4421}{4} = 0.61$ , Market Forces =  $AVE = \frac{(\sum \lambda^2)}{n} = \frac{2.909239}{5} = 0.582$ . The AVE of Socio-cultural factors (0.43) is moderately satisfied as it is close to .05. whereas Psychological Factors (0.61), and Market Forces (0.7081) satisfied the criteria of the convergent validity as its loadings were greater than 0.50. Therefore, there is sufficient evidence to confirm the convergent validity of the model.

### Discriminant Validity

Table 5

Discriminant Validity (MSV) – Factors Influencing Nag Factor

LV	r	(MSV) $r^2$	AVE	
F1 - F2	.566	0.320356	0.432	0.61
F1 - F3	.504	0.254016	0.432	0.582
F2 - F3	.688	0.473344	0.610	0.582
LV = Latent Variable (Constructs), r = Correlation (Estimate), MSV = $r^2$				

Source: primary data

The discriminant validity refers to the extent to which the constructs distinct from each other. It provides empirical evidences that a construct is unique and captures

some phenomena that other constructs do not. The discriminant validity is tested by comparing Maximum Shared Variance (MSV) with AVE for each construct. MSV shows the square of inter-correlation between two constructs. If MSV is less than AVE, the discriminant validity is confirmed. All the MSVs or squared correlation of one construct with other factors are less than the respective AVE of the respective constructs. Therefore, it is assumed that there is discriminant validity in the model.

### Model Evaluation

The model fitting process is done to determine the goodness-of fit between the hypothesized model and the sample data. It indicates how well the model reproduces the observed covariance matrix among the indicator items. The model fit relates the theory to reality by assessing the similarity of the theory to reality.

**Table 6**  
**Model Summary – Factors influencing Nag Factor**

RMR	GFI	AGFI	NFI	RFI	IFI	TLI	CFI	RMSEA
.114	.743	.642	.713	.645	.841	.794	.834	.091

Source: primary data

**Root Mean Square Residual (RMR):** It characterizes the average residual value derived from the filling of the variance-covariance matrix for the hypothesized model. The smaller the RMR is, the better. An RMR of zero indicates a perfect fit. The value of RMR .114 indicates an average fit.

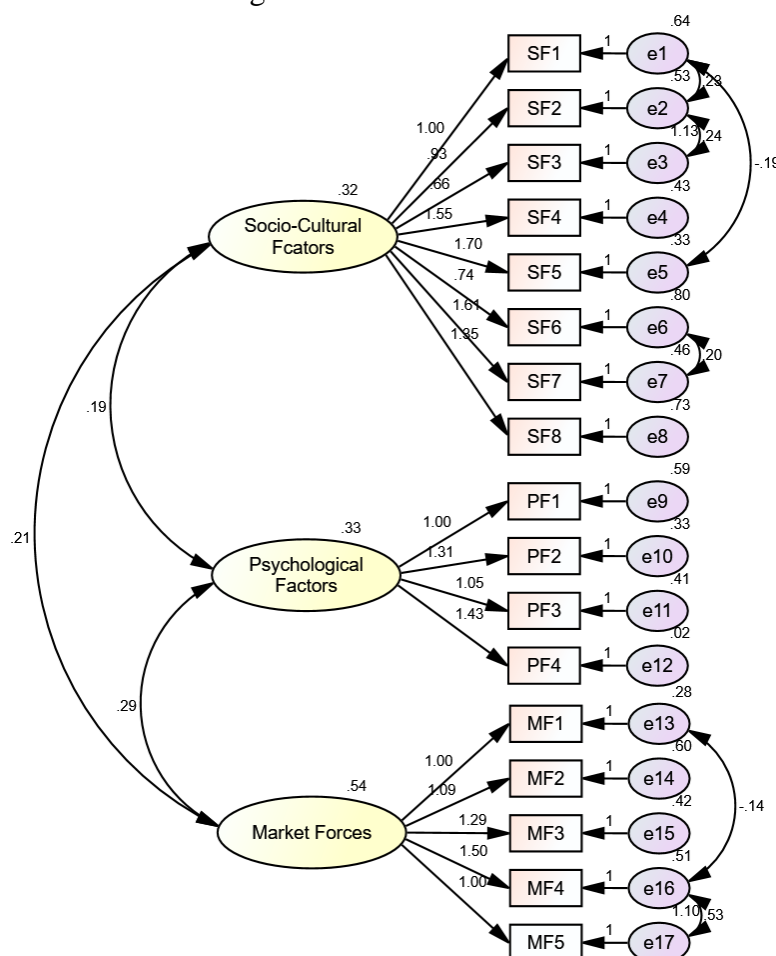


Fig. 2 Structural Model of Factors Influencing Nag Factor



The Goodness of Fit Index (GFI): The GFI is the standardized fit index. GFI is less than or equal to 1. A GFI value of 1 indicates a perfect fit and values close to zero indicate very poor fit.  $GFI > .90$  may indicate good fit. The model has the GFI 0.743 which indicates that it is comparatively good fitted. The Adjusted Goodness of Fit Index (AGFI): It corrects the GFI, which is affected by the number of variables of each construct. Theoretically the value ranges from 0 (poor fit) to 1 (perfect fit), considered good when it is greater than 0.90. The AGFI value of the model 0.642 indicates a moderately good fit. Normed Fit Index (NFI): It is a ratio of the CMIN value of Independence model minus CMIN value of default model and CMIN value of Independence model. It ranges in between 0 and 1. A Normed fit index of one indicates perfect fit. The value 0.713 indicates that the model has a good fit. Relative Fit Index (RFI): It represents a derivative of the NFI. Its values range from 0 to 1. RFI values close to 1 indicate a very good fit. The value 0.645 indicates that the model has a moderate fit. Incremental fit index (IFI): It is also known as Bollen's IFI. Values that exceed .90 are regarded as good, although this index can exceed 1. The model has IFI value of 0.841 which considered as satisfactory. Tucker Lewis index (TLI): The TLI value ranges from 0 to 1. A value which is close to 1 indicates a very good fit. The value of the model 0.794 shows a satisfactory level of fit. Comparative Fit Index (CFI): It is an incremental fit index, which is an improved version of the NFI. Its values range in between 0 to 1. The higher values indicating better fit. The value 0.834 indicates that the model tries to have a moderately good fit. Root Mean Square Error of Approximation (RMSEA): Attempts to correct for the tendency of the goodness of fit test statistic to reject models with a large sample or a large number of observed variables. Lower RMSEA values indicate better fit. The RMSEA value of 0.091 indicates a reasonable error of approximation of the model.

**Table 7**

**Overall Measurement Model Fitness – Factors influencing Nag Factor**

CMIN	DF	P	CMIN/DF
207.801	110	.05	1.889
724.054 (Independence model)			

Source: primary data

In Structural Equation Modelling a relatively small chi-square value supports the proposed theoretical model being tested. In this model, the value is 207.801 (Default Model CMIN) and is small when compared to the CMIN value of the independence model (724.054). Hence the Chi-square value is good. The Normed Chi-square value is recommended as a better fit metric. If this metric does not exceed five for models with good fit. For the Model, it is 1.889 ( $CMIN = 207.801$ ,  $DF = 110$ ) which suggests moderate model fit. Hence, the hypothesized model fits moderately with the observed data.

**Nagging Strategies and Parents' response**

Generally, Children use different nagging strategies to persuade parent to get the intended products or things. The result of the research states that children use convincing strategy (She/he explains about the product's significance and use) more to influence the parents followed by comparison strategy i.e. by telling that his/her peers/siblings have it. Upward (get demand approved by elder members in the family)

appeal and coalition (seek aid of relatives, teachers, family friends to persuade) strategies are found less used in this case. Nagging by children is a common thing in every family but the effect of nagging happens according to the behaviour and counter strategies of parents to overcome the unnecessary nagging influences. The study also addresses the different tactics used by the respondents to overwhelm the pester power. “Say NO and explain why” is the most common tactic adopted by the teachers to block nagging followed by “Say YES and discuss” and Say No immediately but take a decision to buy the nagged item later.

**Table 8**  
**Descriptive Statistics - Nagging Strategies and Parents’ response**

Nagging Strategies	Mean	SD	Counter Strategies	Mean	SD
Pressure Tactics	2.05	1.135	Say YES Immediately	1.80	.749
Upward appeal	2.48	.991	Say YES and Discuss	2.95	1.119
Exchange Tactics	2.54	1.008	Simply Say YES but no action	2.16	1.172
Coalition Tactics	2.05	.961	Ignore the demand	2.18	1.146
Convincing Tactics	2.89	1.155	Say NO and explain why	4.02	.863
Comparison	2.75	1.179	Say NO immediately but buy later	2.86	1.151

Source: primary data

#### Type of School of Children and Nagging Strategies

**Table 9**  
**ANOVA – Type of School and Nagging Strategies**

		Mean	SD	SE	ANOVA	
					F	Sig
Pressure Tactics	Pvt. Aided School	2.00	1.291	.488	.133	.876
Total Mean (2.05)	CBSE School	2.10	1.114	.174		
	ICSE School	1.88	1.246	.441		
Upward appeal	Pvt. Aided School	2.71	1.380	.522	.724	.490
Total Mean (2.48)	CBSE School	2.51	.898	.140		
	ICSE School	2.13	1.126	.398		
Exchange Tactics	Pvt. Aided School	2.86	1.069	.404	.717	.493
Total Mean (2.54)	CBSE School	2.44	1.074	.168		
	ICSE School	2.75	.463	.164		
Coalition Tactics	Pvt. Aided School	1.71	1.113	.421	.543	.584
Total Mean (2.05)	CBSE School	2.12	.954	.149		
	ICSE School	2.00	.926	.327		
Convincing Tactics	Pvt. Aided School	2.00	1.000	.378	2.61	.083
Total Mean (2.89)	CBSE School	3.05	1.117	.174		
	ICSE School	2.88	1.246	.441		
Comparison	Pvt. Aided School	2.71	1.604	.606	.060	.942
Total Mean (2.75)	CBSE School	2.78	1.107	.173		
	ICSE School	2.63	1.302	.460		

Source: primary data

ANOVA is used to determine the mean variation in the adoption of nagging strategies, based on the type of school in which the children of the respondents do

study. The test statistic reveals that the tendency of children to adopt of a particular nagging strategy is remained same irrespective of whether they are studying in Pvt. Aided School or CBSE or ICSE school since the sig. values of the test statistics for all strategies are greater than  $\alpha=.05$ . Therefore, the null hypotheses are upheld that mean differences of different types of schools for different strategies are not significantly different.

**Table 10**  
**ANOVA – Age of Children and Nagging Strategies**

		Mean	SD	SE	ANOVA	
					F	Sig
Pressure Tactics	4 to 10 Years	2.13	1.137	.180	1.394	.257
Total Mean (2.05)	11 to 15 Years	2.08	1.188	.329		
	16 to 18 Years	1.00	.000	.000		
Upward appeal	4 to 10 Years	2.20	.853	.135	7.694	.001
Total Mean (2.48)	11 to 15 Years	3.31	1.032	.286		
	16 to 18 Years	2.67	.577	.333		
Exchange Tactics	4 to 10 Years	2.28	.905	.143	5.487	.007
Total Mean (2.54)	11 to 15 Years	3.15	.899	.249		
	16 to 18 Years	3.33	1.528	.882		
Coalition Tactics	4 to 10 Years	1.98	.947	.150	1.154	.323
Total Mean (2.05)	11 to 15 Years	2.38	1.044	.290		
	16 to 18 Years	1.67	.577	.333		
Convincing Tactics	4 to 10 Years	2.58	1.130	.179	6.531	.003
Total Mean (2.89)	11 to 15 Years	3.62	.768	.213		
	16 to 18 Years	4.00	1.000	.577		
Comparison	4 to 10 Years	2.73	1.176	.186	.905	.411
Total Mean (2.75)	11 to 15 Years	3.00	1.225	.340		
	16 to 18 Years	2.00	1.000	.577		

Source: primary data

The nagging intensity is primarily intact with the age of the children. The items preferred, quantity preferred and other attributes demanded during purchases are significantly varied according to the pester power of different age groups. ANOVA is used to see the significance of the mean differences between different age groups. Pressure tactics (F=1.394, Sig. value 0.257), Coalition tactics (F=1.154, sig. value 0.323) and Comparison strategy (F=0.905, Sig. value 0.411) are not significantly different under the three age groups whereas upward appeal (F=7.694, Sig. value .001), exchange tactics (F=5.487, sig. value .007), and convincing tactics (F=6.531, sig. value .003) are significantly different under different age groups i.e. the null hypotheses are rejected as the p-values are less than  $\alpha=.05$ . Convincing parents by highlighting the need and characteristics of the product and advantages of having this product is the most common nagging strategy is the commonly used strategy by the children of teachers.

**Demographic Profile and Effect of Nagging on Buying Behaviour**

The nagging effect on parent buying behaviour is varied according to demographic profile of the respondents. Inferential statistics are used to test whether there is significant difference in the effect of nagging based on the demographic factors. Independent sample t-test is used to see the gender difference in the effect of nag factor on buying behaviour.

**Table 11****Demographic Factors and Perceived Effect of Nagging on Buying Behaviour**

Perceived Effect of Nag Factor on Buying Behaviour	Gender	Mean	SD	SE	Levene's Test		t- test		
	Male	3.5294	.22242	.05394	F	Sig.	t	df	Sig.
	Female	3.2761	.59236	.09485	25.641	.000	1.704	54	.094
	Age	Mean	SD	SE	Levene's Test		t-test		
	Below 40	3.3299	.54136	.08070	F	Sig.	t	df	Sig.
	41 to 50	3.4476	.43217	.13030	1.688	.199	-.669	54	.506
	Education	Mean	SD	SE	Levene's Test		ANOVA		
	PG	3.3048	.56707	.10913	F	Sig.	F	Sig. (2-tailed)	
	M.Phil	3.2088	.45999	.12294	1.056	.355	2.091	.134	
	PhD	3.5744	.43792	.11307					
	Area	Mean	SD	SE	Levene's Test		t- test		
	Rural	3.4038	.51435	.09092	F	Sig.	t	df	Sig.
	Urban	3.2853	.53124	.10844	.574	.452	.842	54	.404
	Family	Mean	SD	SE	Levene's Test		t- test		
	Nuclear	3.5909	.38159	.08136	F	Sig.	t	df	Sig.
	Joint	3.1991	.54430	.09335	7.399	.009	3.164	53	.003
	Sex-Children	Mean	SD	SE	Levene's Test		ANOVA		
	Boys	3.2051	.47833	.12350	F	Sig.	F	Sig. (2-tailed)	
	Girls	3.1862	.50332	.11547	.215	.807	4.537	.015	
	Boys & Girls	3.5979	.48530	.10347					
	School	Mean	SD	SE	Levene's Test		ANOVA		
	Pvt. Aided	2.9011	.52495	.19841	F	Sig.	F	Sig. (2-tailed)	
	CBSC School	3.4428	.47255	.07380	.190	.828	3.630	.033	
	ICSC School	3.2885	.59832	.21154					
	Age-Children	Mean	SD	SE	Levene's Test		ANOVA		
	4 to 10	3.2115	.51609	.08160	F	Sig.	F	Sig. (2-tailed)	
	11 to 15	3.7041	.32309	.08961	2.708	.076	6.148	.004	
	16 to 18	3.7179	.47001	.27136					

Source: Primary data

As the sig. value (.094) of the test statistic ( $t=1.704$ ) is greater than  $\alpha=.05$ , the null hypothesis is upheld i.e. the gender difference in effect of nagging is not significant. Age of the respondent plays a significant role in determining the response towards element of nagging. The test statistic ( $t=-0.669$ ) at sig. value of .506 states that age doesn't make a significant difference in the behaviour of respondents based on nagging. Educational qualifications of the respondents don't make a significant difference in the effect of nagging as the sig. value 0.134 of the F-statistic (2.091) is

more than the  $\alpha=.05$ . Effect of nagging on buying behaviour is not significantly different to respondents hailing from rural or urban areas. Since the p-value (0.404) of the t-test statistic is not less than the  $\alpha=.05$ , the null hypothesis is upheld. The family structure and pattern make a significant change in their perception towards the effect of nag factor on buying behaviour as the sig. value (0.003) is less than  $\alpha=.05$ . There is a significant change (sig. 0.015) in the perception of respondents towards the effect of nag factor on buying behaviour based on the gender of their children i.e. the parents with boy children are different from parents with girl children. The type of school of children influences their behaviour in nagging. The sig. values (0.033) states that there is significant change in the perception of the parents buying behaviour due to the influence of nag factor. Age of the children has a significant influence on the effect on the perception of parents buying behaviour ( $F=6.148$ , sig. value 0.004).

Table 12

Regression Weights of Influence of factors strategies on nagging effect

DV	IVs	Estimate	S.E.	C.R.	P
Effect	<--- F8 Market Forces	1.011	.240	4.208	***
Effect	<--- F6 Socio-cultural Factors	-.534	.223	-2.401	.016
Effect	<--- F7 Psychological Factors	-.971	.292	-3.331	***
Effect	<--- F5 Response Strategies	.053	.062	.854	.393
Effect	<--- F4 Nagging Strategies	.494	.190	2.600	.009

Source: primary data

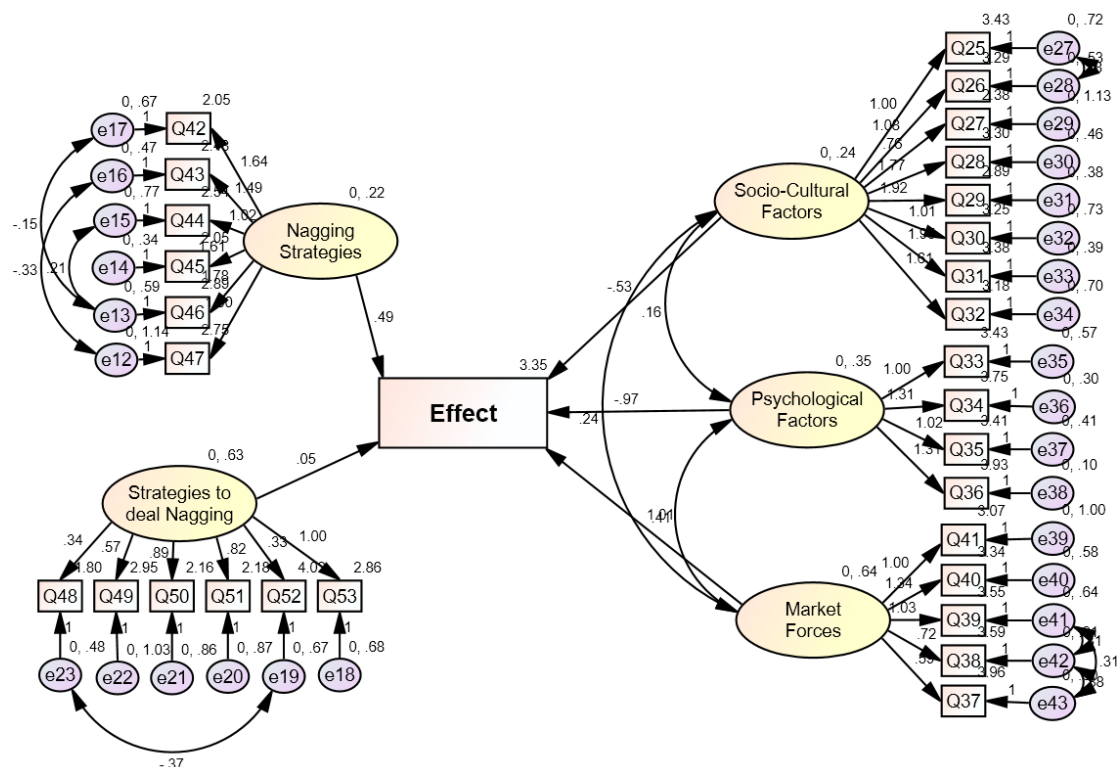


Fig. 3 Structural Model of the influence of factors and strategies on the perceived effect of nagging on buying behaviour

The results exhibited in the structural model states that market forces keep high influence on the perceived effect of nagging on buying behaviour compared to other factors as this construct is having the highest unstandardized regression weight 1.011,



CR is greater than 1.96 and which is significant at  $\alpha=.05$  followed by the psychological factors (Regression Weight -.971, CR -3.331) which is significant as its p-value (.000) is less than  $\alpha=.05$ , Socio-cultural factors (Regression Weight - 0.534, CR -2.401) which is also significant as its p-value (.016) is less than  $\alpha=.05$ . and Nagging strategies of children (Regression weight .494, CR 2.60) and it is significant at  $\alpha=.05$ . However, the parents' strategies to deal with nagging of children do not have a significant influence in the perceived effect of nagging on consumer buying behaviour (Regression Weight .053, CR.854) and the sig. value (.393) is not significant at  $\alpha=.05$ .

### **Conclusion**

Nag factor is the tendency of children to persuade parents to buy something for them or for the household. The attitude and behavior of children greatly influence the buying habits of their parents. Children highly nagging for eatables, books/stationeries and toys. There are three main factors influencing the nag factor viz. socio-cultural factors, psychological factors and market forces. Children use convincing strategy i.e. they explain about the product's significance and use more to influence the parents to buy followed by comparison strategy i.e. justifying the want of product by telling that his/her peers/siblings have it. Parents occasionally adopt a number of counter strategies to tackle unnecessary nagging. "Say NO and explain why not to buy" is the most common tactic adopted by the teachers to block unwanted nagging strategies of children. Children's demographic factors play a significant role in their nagging strategies. The type of school in which they study has no significant role in the nagging strategy whereas the age of children keeps a great influence in the type of nagging strategy they adopt. The demographic factors of the respondents and their children make a significant difference in the level of perception of parents towards the nagging effect on buying behaviour. The most important factor which influence nagging of children is psychological factors. However, market forces are having highest influence on the perceived effect of nagging on the buying behaviour of parents.

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