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Role of Promotion in Creating Influence Power, Impulsive Buying, and Autobiographical Memory

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Abstract

Children are unique and also potential market. They are unique, because they usually do not spend their own money but they have huge purchasing power. They are potential, because from the number of kids and spending, they are big and promising. Kids market consists of three markets, they are: First, primary markets which is targeting the children itself. Second, influence market which is emphasizing the influence that children assert on family purchases. Third, future market which is considering the future market from the children. Based on the huge market of the children, the author wants to identify the role of promotion as an antecedent of intention to consume for children and its impact on influence power, impulsive buying, and autobiographical memory. Furthermore, it is needed to identify the antecedent of autobiographical memory for children.

Keywords: promotion, impulsive buying, autobiographical memory

1. Introduction

Children are unique and also potential market. They are unique, because children usually do not spend their own money but they have huge purchasing power. They are potential, because from the number of kids and their spending, they are big and promising (Yusuf, 2007). McNeal (1999) provided data about expenditures for advertising for children. It costs more than US\$ 1 million only in the United States; more than US\$4,5 million for marketing promotion such as coupons, contests, and for the development of marketing programs and clubs specific for the children; More than US\$ 2 million for public relation like

publicity, event marketing, and broadcast; More than US\$ 3 million for designing product for children.

McNeal (1992) stated that kids' market consists of three markets. First, primary market which targets are kids as end users. Second, influence market which targets are parents, people around kids and kids themselves together. Third, future market which targets are kids as potential market in the future. Kids in this paper are between 10-12 years old. Erickson (1950) categorized these kids into school age. In this age, kids realize about their responsibilities, try to be good, and start doing the right things. In this age, they get value from morale development; recognize the differences among people and culture. They could also differentiate between good versus bad things.

Acuff and Reiher (1997) described kids between 10-12 years old are on the phase of brain development. Kids are starting to focus on neurology on the development of left brain. In this phase, kids are starting to see their environment and define themselves to adjust to the world surround them. Kids are very impressive. They like to imitate celebrities, sports stars or other role models like teachers, parents or spiritual leaders. Kids have been chosen because they are assumed mature enough and they understand the questions which are asked directly to them. Furthermore, Acuff and Reiher (1997) stated that kids on this stage have been able to memorize many things that happen to them and bring these memories until they become adults. This behavior is caused by the shift of the dominance of right brain to the left brain. These considerations have made kids 8-12 years old are chosen for this paper.

Researches concerning on promotion to build an intention to consume for kids that finally bring to the long term memory for the future are needed to understand kids' buying decisions. On the other hand, it is important to understand the consistency of marketing strategy from the service provider and other factors that can disrupt kids as customers.

Object which is proposed here is McDonald's because familiarity of kids to McDonald's is high compared to other fast food industries. McDonald's also has attention to kids which could be seen from the play arena for kids, familiarity character of Ronald McDonald's, special gifts for kids and special products for kids. In this context, what I mean with McDonald's is a bundle of product which consists of every facility and variance of the products which are offered.

This paper proposes four hypotheses to see the role of promotion in creating intention to consume as well as autobiographical memory for kids. If a kid has already had an autobiographical memory with certain products, brands, or service providers, it will affect their buying decisions in the future. This could be consistent until kids become adults and they could be consistent and loyal in consuming the product. From the explanation above, it could be concluded that the autobiographical memory has a significance role which is very important for the marketing to kids. If marketers are able to identify the antecedents of autobiographical memory, they can use it as sustainable competitive advantages.

However, a research concerning on relationship between promotion in building autobiographical memory is still limited (Rubin, 2006). Usually an autobiographical memory is viewed in the domain of psychology and not connected in the domain of marketing yet. If marketers have a broader perspective with connecting promotion to autobiographical memory then it will create competitive advantage for marketers. Kids are able to be stimulated by promotion to create their intention to consume and finally

will be memorized in their autobiographical memory. Once it is developed in their autobiographical memory, then it will make kids as loyal customers (Sadock & Sadock, 2007). Based on the explanation above, this paper wants to identify the relationship between promotion in building autobiographical memory for kids as well as it influences on impulsive buying.

2. Theoretical Background

2.2. Promotion for Kid

Promotion is an activity which is done by a marketer in order to give information, remind or persuade customers that finally conduct a buying (Evanschitzky, Iyer, Plassmann, Niessing, & Meffert, 2006). Promotion for kids is different from adults because the target is a kid who actually does not have a purchasing power, but kid is able to persuade parents or people surround him to conduct a purchasing for him (Kaur & Singh, 2006).

Promotion for kids is getting more in the number of mass media or its variation. All of them are to stimulate kids to be aware of brand that finally conduct a consumption or purchasing. This promotion is proven to be effective, especially if it could touch the emotional and curiosity sides of kids (McNeal & Hwa Yeh, 1996).

Moore and Rideout (2007) conducted a research about online marketing and its impact for kids. They showed that the increasing number of kids' obesity in United States is influenced by online marketing for food for children. They identified 11 online marketings and all impact to the increasing number of food consumption for kids that finally increase the obesity.

From the explanation above, it could be seen that the promotion is strong in stimulating kids to consume and conduct a purchasing. One of the example is that the increasing number of time to watch the television has made kids are watching promotion more that finally stimulate them to have an intention to consume. Here I come with propositions:

H1: The better kids' perception to the promotion which is done by service provider, the higher their intention to consume.

Figure 1 describes the relationship between promotion and intention to consume that finally will be memorized as an autobiographical memory. I propose that promotion which is done correctly will create an intention to consume. When kids have had an intention to consume toward product, they will memorize this event as an autobiographical memory.

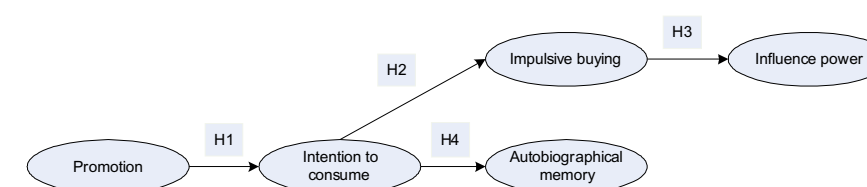


Figure 1. Conceptual Framework

2.2. Intention to consume for kids

Intention is defined as the subjective possibility of a person to conduct certain action (Gunter & Furnham, 1998). This will be developed when a person makes plan about their future behavior. Rook (1987) stated that intention is a basic unit in the network plan when a person conduct a cognitive action which is future oriented. Intention is based on the future action. Furthermore, they explained that there are three constructs regarding to intention, they are: (1) Intention as a hope (2) intention as a plan (3) intention as a want. In the beginning, I used these three constructs to measure intention t for kids. However, based on FGD, it is found that kids could not differentiate between a hope and plan. It is difficult for them to understand about planning. That's why I use hope and want to measure intention to consume for kids.

Construct intention as an expectation is the most commonly used and popular (Rook, 1987). This refers to the individual assessment regarding to subjective possibilities that will create future behavior. Basically, measurement of intention to consume involved attitude and subjective norm based on behavioral intention theory (Rook & Fisher, 1995). Behavioral intention usually is predicted based on multiattribut model (Rook & Fisher, 1995). Darley & Lim (1986) conducted a research using *technology acceptance model (TAM)* as multiattribut model to predict intention to consume on technology based on its utility. Rook & Fisher (1995) defined attitude to consume as a positive or negative feeling to the next target behavior. Hence, Rook and Fisher stated that intention to consume depends on the strength of conducting a specific action.

For kids, there is no specific definition regarding to intention to consume for kids. Therefore, I adapted the definition about intention to consume based on the definition for adults. I used intention to consume and not intention to buy because for kids, they are different due to their purchasing power. For instance, kids could have intention to consume but it is their parents who conduct the purchase for them. That's why I refer to use intention to consume rather than intention to buy.

2.3. Impulsive Buying for Kid

Peck and Childers (2006) defined an impulsive buying as a consumers' tendency to buy spontaneously, soon and without any deep considerations. Dittmar and Drury (2000) stated that the model of impulsive buying has become a trend due to the increasing marketing efforts from the marketers. This impulsive buying happens because of the increasing stimulus in the retail environment, e.g. placement of interesting shelving (Abratt & Goodey, 1990).

Kids that conduct an impulsive buying will feel happy (Cobb & Hoyer, 1986; Rook, 1987). They also feel that their needs and wants for pleasure are fulfilled (Hausman, 2000). Previous research had shown that intention to consume influence impulsive buying (John, 1999; Rook & Fisher, 1995; Ramanathan & Menon, 2002). On the other hand, this impulsive buying influence kids to influence parents (Hausman, 2000).

When kids have an intention to consume, they would prefer to consume as soon as possible. This is an active response from kids about their needs that they manifest spontaneously and it could not be

postponed (Peck & Childers, 2005). Because of this spontaneous stimulus, kids tend to conduct an impulsive buying whenever they want certain products. Dittmar and Drury (2000) explained that the tendency of an individual to conduct an impulsive buying will be higher if he uses that product as a compensation to develop self image and it also happens when there is a huge gap between his ideal self concept and perceived self concept right now. Kids between 10-12 years old are in a condition where the development of self concept are stronger compared to other phases (Erickson, 1959). In conclusion, kids will conduct stronger impulsive buying compared to adults whenever they have already had an intention to consume.

H2: The stronger the intention to consume for children, the higher their possibility to conduct an impulsive buying.

2.4. Influence Power for Kid

Scholars have increased their attention regarding to the purchasing decision on kids due to the enhancement of kids' influence to family that finally enhance the bargaining power of children to parents. Kids' influences on family purchasing decision are getting stronger nowadays (Shoham & Dalakas, 2005; Berkman, Kim, Lee & Hiemstra, 2003; Isler, Popper & Ward, 1987).

Influence power of children or often called pester power is defined as an effort which is done by kid in order to influence parents or people surround him frequently and sometimes frontal but it is followed by success (Nicholls & Cullen, 2003). Range of this influence depends on product groups, and the nature of relationship between parents and kids and also by the age of the kids itself (Gunter & Furnham, 1998).

Previous research had shown that the intention to consume for kids influence kids in persuading parents (Foxman & Tansuhaj, 1988; Darley & Lim, 1986; Williams & Veeck, 1998). This influence power is significantly push parents to conduct a purchasing for their kids because they are afraid or uncomfortable when seeing their kids crying (Ward & Wackman, 1972; John, 1999). In relation to kid's memory, influence power which is strongly done before getting the result will be strongly memorized in kids memory and even until they become adults (Holdert & Antonides, 1997).

When a kid has had an intention to consume a specific product, he will spontaneously ask the parents and show significant emotional response in order to get the product (McNeal, 1999; Lindstrom, 2007).

In daily life, it is often seen that a kid cries, screams or gets angry when he wants a product but the parents refuse to buy. Kid will use all the techniques that he knows to influence and force parents to conduct a purchasing for him. When a kid has had an intention to conduct an impulsive buying, he will influence his parents to purchase that product for him. This becomes stronger due to the urgency to consume in kids. Techniques and approaches which emphasize more on emotional side make the influence power of kids are stronger. Sadock & Sadock (2007) explained that in psychology, they are called "temper tantrum", i.e. a clinical response like screaming, crying or getting really angry when his needs or wants are not be accommodated by parents.

Hausman (2000) conducted a research which proves that an impulsive buying will stimulate kids to influence parents due to unstable emotion of the kids. It will make kids ask things without any considerations and has to be fulfilled at that time. A kid is in a stage where emotions are more dominance than rationality that will make urgency to consume is very high. Because a kid does not have his own purchasing power he will influence his parent to conduct a purchasing for him.

H3: The higher kids' desire to conduct an impulsive buying, the stronger they will influence parents.

2.5. Autobiographical Memory for Kid

Autobiographical memory is defined as a memory from previous experience that will be storage as a long term memory (Braun, et al. 2002). Previous experience is a keyword that differentiate an autobiographical memory with a long term memory. Rubin (2006) explained that an autobiographical memory happens when a specific event is recalled with specific image, e.g. when a kid has a specific experience like when he was eating in McDonald's, then he would make a recall his experience in associations with cheerfulness, cleanness, etc.

Consumer' memory about branding or branding's experience when he was a kid will have a huge consequences into the next decision due to the emotional attachment which was established before. In this matter, autobiographical memory is perceived as a trustable record with strong visualization that would create an original experience.

Sutjan et al. (1993) showed that a positive autobiographical memory will bring to a positive attitude toward advertising and enhance the brand evaluation. When an autobiographical memory has been developed, then it will influence kids' choices or preferences (Bertsen & Rubin, 2002).

In relation to the product consuming, the positive or negative experience will be memorized strongly in the autobiographical memory. Positive experience when consuming products will stimulate a kid to conduct another consumption, vice versa. Kids with experience in consuming products and still want to consume again due to their satisfaction will memorize those things in their autobiographical memories. This experience will be memorized continuously and it will drive to the intention to consume again.

When a kid wants a specific product continuously then it will be memorized and become an autobiographical memory. This memory become a nostalgia which is continuously constant until the kid become an adult. In conclusion, the intention to consume is highly connected with the positive experience about the product that he has ever consumed and it brings to a strong autobiographical memory with a specific product or brand.

H4: The stronger the intention to consume then the stronger the autobiographical memory which is developed between the kid and the product.

3. Method

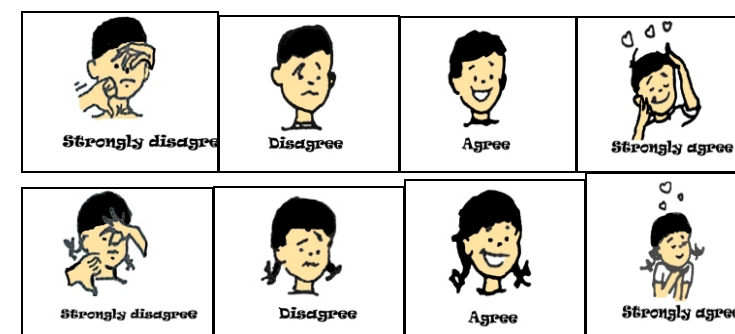
The hypotheses were examined with data on multiple elementary schools which are located in Jakarta (urban area) and Semarang (rural area), collected via consumer surveys. Because of the number of constructs in the model and the complex relationships among them, it is best to test it in two or more parts before testing the entire models. Before empirical test, I had conducted an extensive qualitative research (focus group discussions and depth interviews) with 12 children in Jakarta as a first step to validate the questionnaires and to propose the model above. This research would not only help to generate a list of constructs with which children are likely to identify but to develop new or refine existing measures of the model's key construct. I have also done subject matter experts (with 2 experts in specializing on children and 1 expert in child's psychology). This is done to propose understandable languages and questions for the children. Prior to this empirical examination, however, pretests were conducted to validate my adaptations of existing scales.

3.1. Pretest Study

For the pretest, survey data were collected from a convenience sampling of 30 elementary students in Semarang and 30 elementary students in Jakarta. Measures were captured relative to the services of restaurant fast food McDonald's. The aim of this pretest was to examined the scales that would be used to test the model.

3.2. Measurement

Construct measurement used primarily existing scales, adapted for the children examined. To make children easier in answering the questions for the empirical testing, the measures will use 'emotion picture' (figure 2) with likert scale using 4 points (from strongly disagree to strongly agree) There are two sets of show cards which described boys (for boys) and girls (for girls). These show cards were adapted from (Cook, 2000). On the original it consists of 7 points, but when we conducted the pre-study and FGD, it was found that the children could not differentiate between moderately agree and agree, or moderately disagree and disagree. That's why I come up with 4 points likert scale.



Source: Adapted from Cook, 2000.

Figure 2. Show card emotion picture

Results from the pretest showed that the reliability of all scales was adequate given Nunnally's (1978) standard. Some questions, which appeared to be problematic based on the pretest respondents' comments, were reworded for the main study.

3.3. Main Study

A database of elementary schools randomly selected from Semarang and Jakarta. Data were taken from 10 state elementary schools in Semarang and 10 private elementary schools in Jakarta. A final sample of 468 completed surveys (204 from Semarang and 264 from Jakarta) was obtained. Approximately 60 percent of respondents were males, and the average of their allowances were Rp. 3.000,- to Rp. 5.000,- per day. Majority of the respondents go to McDonald's with their parents and they spent 1-2 hours there.

4. Results

Exploratory and confirmatory analyses were conducted. First, exploratory principal component analysis (varimax rotation) and reliability analyses were performed to refine the scales. For all constructs, a one-dimensional structure was found. A confirmatory factor analysis (CFA), using LISREL 8.73 with maximum-likelihood (ML) estimation (Joreskog and Sorbom, 1993), was then performed on the scales. To assess the model, multiple fit indexes are reported. Four assessment, commonly used fit indexes are reported: Goodness-of-Fit Index, root mean square error of approximation (RMSEA), Normed Fit Index (NFI), and Comparative Fit Index (CFI). Standardized data were used for all subsequent analyses. The process of standardization "eliminates the bias introduced by the difference in the scales of the several attributes or variables used in the analysis" (Hair, Anderson, Tatham, and Black 1995:435). Overall model fit indexes indicated that the CFA model was consistent with the data, with all fit indexes equal to, or better than, recommended values (GFI=.94, RMSEA=.048, NFI=.99, CFI=.99).

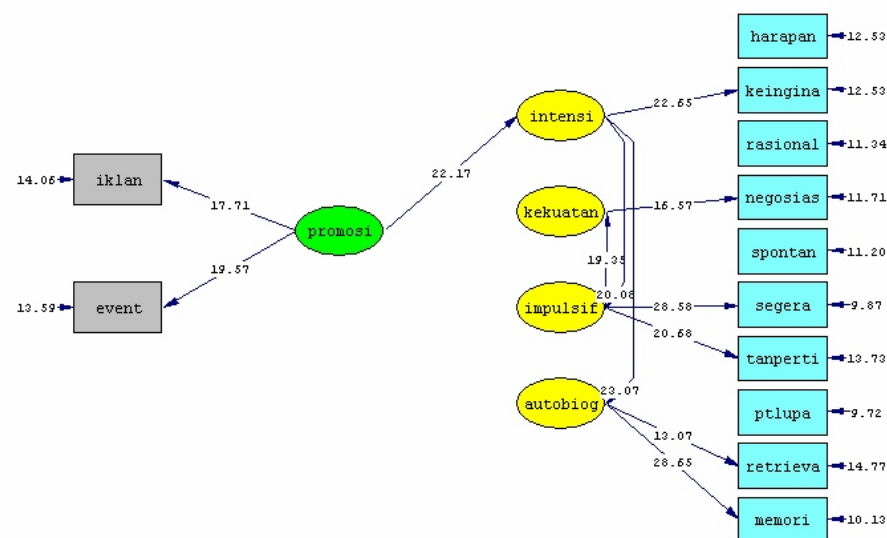


Figure 3. Path Diagram

Table 1. Structural Equation Model

Equation	
1	intensi = 0.97*promosi, Errorvar.= 0.0, R ² = 0.94 (0.045) 22.17
2	kekuatan = 0.83*promosi, Errorvar.= 0.31, R ² = 0.69 (0.052) 16.04
3	impulsif = 0.87*promosi, Errorvar.= 0.24, R ² = 0.76 (0.044) 19.73
4	autobiog = 0.95*promosi, Errorvar.= 0.11, R ² = 0.89 (0.042) 22.62

Note:

Intensi = intention to consume

Promosi = promotion

Kekuatan = influence power

Impulsif = impulsive buying

Autobiog = autobiographical memory

Table 2. Result of Structural Model Relationship

Hypotesis	Hypotesis Statement	t-value	Supported / Not
H1	The better kids' perception to the promotion which is done by service provider, the higher their intention to consume.	22.17	Supported
H2	The stronger kids' intention to consume, the higher their possibility to conduct an impulsive buying.	20.08	Supported
H3	The higher kids' desire to conduct an impulsive buying, the stronger they will influence parents.	19.35	Supported
H4	The stronger the intention to consume then the stronger autobiographical memory which is developed between the kids and the product.	23.07	Supported

5. Discussion

From the analysis above, it is found that promotion significantly influence the intention to consume for kids. Promotions influence the intention to consume for kids significantly (H1 is supported by data). Advertising and event marketing establish a positive attitude from kids to the products even since children are 3 years old (John, 1999). Kids are spending most of their time to watch television. It means that they watch marketing programs much more than before. John (1999) stated that kids like the marketing programs as well as television programs since they are 5 years old. It means that promotion which is done properly will stimulate kids to have intention to consume toward products.

The intention to consume significantly influence the impulsive buying (H2 is supported by data). When kids have their intention to consume then they will be stimulated to conduct an impulsive buying. They want the products at that time and it could not be postponed. For the younger kids (4-6 years old) they will cry or get angry whenever they do not get what they want (in psychology it is called "temper tantrum"). For kids in this research, this phenomenon does not appear anymore, but still they want to get what they want at that time directly. It is important for marketers to stimulate intention to consume for kids. When they have had intention to consume then they will conduct an impulsive buying without many considerations.

An impulsive buying significantly influence the influence power (H3 is supported by data). Kids who have the intention to conduct an impulsive buying will use their influence power to get that. This impulsive buying is used as reflection of kids's self concepts. Kids use impulsive buying to show their existence toward the world. They want to be recognized and get more attention from their parents. That's why when they want to conduct an impulsive buying they will influence their parents to conduct a purchasing for them.

Intention to consume significantly influences the autobiographical memory for children (H4 is supported by data). The intention to consume for kids has become a specific want. This want will be memorized as an autobiographical memory. It becomes stronger when kids get difficulties in getting their wants. Even for fulfilled wants, kids will memorize that as sweet memories. Basically kids always have their intention to consume toward products. When marketers always stimulate them through promotion, then it will make kids always have their intention to consume. These repeated events will be memorized as an autobiographical memory.

From the explanation above, it could be concluded that intention to consume is an important factor that has to be considered carefully by marketers. Kids who have intention to consume will influence their parents to conduct an impulsive buying for them (primary market and influence market). On the other hand, this intention to consume will also be memorized as an autobiographical memory (future market). It is important for marketers to stimulate kids through promotion in order to create their intention to consume. If marketers success to create intention to consume for kids, then kids will ask parents to conduct an impulsive buying for them.

Intention to consume which is driven by promotion has dual functions. i.e. to create an impulsive buying as well as autobiographical memory. However, researches concerning on this relationship are still

limited. The author proposes that marketers have to put priority on their marketing program in order to stimulate kids to have intention to consume. Once it is developed then it will give benefit to marketers.

5.1. Theoretical Implications

Autobiographical memory is well known in the domain of psychology as the bases of behavioral development for kids. However, researches concerning on autobiographical memory and its development in marketing are still limited. These findings challenge some aspects of our current understanding of autobiographical memory in marketing domain. The result shows that promotion is an important antecedent for the development of autobiographical memory for kids through intention to consume. This research shows that promotion could stimulate kids to have their intention to consume toward products. In a deeper context, intention to consume will be memorized as an autobiographical memory for kids. So far, marketers often disregard this relationship. This paper gives contribution for marketers to make easier in building autobiographical memory.

Furthermore, intention to consume is another interesting factor to be further explored by scholars. The result shows that the intention to consume is significantly influencing impulsive buying as well as autobiographical memory. It means that by concerning on intention to consume will create primary market through impulsive buying. On the other hand, it will create future market through the development of autobiographical memory. Santrock (2001) stated that kids are impressive and reactive. It means that when they have already had intention to consume they will memorize this intention and drive them to conduct an impulsive buying.

5.2. Managerial Implications

An understanding of the relative impact of promotions affords marketers the opportunity to design more effective customer acquisition and/or retention programs. Marketers need to emphasize on the promotion instead of other marketing activities. I am not saying that other marketing activities are not important. But due to limited resources from the marketers, we have to put priority which one is more important compared to others.

Due to the high conformity for kids, then marketers have to start thinking to stimulate groups as a whole in order to get attention from the kids. Promotion could not be done separately because of the homogeneity needs from the kids. Integrated marketing communications which communicate product advantages and retail environments have to be developed by marketers. Promotion for kids has to fulfill its promises. For instances, promotion about price for Rp. 5000,- but in reality it is subject to 10% tax. This will make kids are disappointed with marketers. In the future marketers have to avoid such things.

5.3. Limitations

There are some important limitations associated with this study. I recognize that the survey setting provided some constraints. One of the benefits of this model was the inclusion of interactive effects; however, the use of a survey limited the ability to detect interactions (McClelland and Judd, 1993). In the present study, only the most commonly studied drive the intention to consume and autobiographical

memory are incorporated into this model. Efforts should be made in future research to incorporate additional dimensions underlying intention to consume and autobiographical memory. As a result, the generalisability of the findings from the current study could be improved by empirical examinations in other settings of the intention to consume.

6. Conclusion

This model provides a useful tool to assist managers in mapping the competing forces that influence the intention to consume of their customer base. The variables examined in this study provide a starting point. More important, this study suggests that intention to consume is influenced by promotion. Marketers have to put priority for their promotion due to its functions as the driver of intention to consume and autobiographical memory. As discussed here, the marketing for kids literature has much to offer to those interested who understanding kids as customers. I hope this study will evoke further interest in this area.

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