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# Family Decision-Making's Influence on Recreation <br> Choices of Female Children 

 presented byJoan E. Williams

has been accepted towards fulfillment
of the requirements for
Ph.D._degree in Park, Recreation and Tourism Resources

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# FAMILY DECISION-MAKING'S INFLUENCE ON RECREATION CHOICES OF 

FEMALE CHIEDREN
By
Joan E. Williams

A DISSERTATION
Submitted to
Michigan State University In partial fulfillment of the requirements For the degree of

DOCTOR OF PHILOSOPHY
Department of Park, Recreation, and Tourism Resources


#### Abstract

EAMILY DECISION-MAKING'S INFLUENCE ON RECREATION CHOICES OF FEMALE CHILDREN

By Joan E. Williams


The purposes of this study were: 1) to determine how much influence a female child has on decisions related to her organized recreation participation and 2) to assess how much influence other household members, extended family members outside of the household and others have on recreation decisions related to that child.

Subjects for this study were members of the Michigan Capital Girl Scout Council. A questionnaire was developed and mailed to a random sample of 600 parent(s)/guardian(s) of registered scouts. The parent/guardian most involved in the decision process about recreation activities in which a female child participated was asked to fill out the survey. Overall, the response rate was $53.58 \%$.

Questions in the survey focused on the three stages of the decision process: problem recognition, information gathering, and final decision. Information was obtained about who was involved in decision process and to what degree. Moreover, information was gathered about how
important selected criteria were in the decision process involving children's participation in organized recreation activities.

Three categories of organized recreation activities were assessed. They were organized team sports, individual sport or other activity, and summer camp. Mothers were found to be the most influential information gatherers for children across all three categories of activities. Mothers and children were joint decision-makers in the final decision across all three categories of activities. Multiple regression was used to determine the relative influence of selected variables on the amount of influence children have on the information gathering and final decision stages. Independent variables included in the regression model were age, birth order, who initiated the idea, how much information was gathered by children, motivation, children's income and social class. Who initiated the idea and age were significant in explaining part of the variance of children's influence in five of six regression equations.

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# To my nephews <br> Matthew Ryan McMahon <br> and <br> Christopher David McMahon 

Your strength and courage will always amaze me.

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## Chapter I

## INTRODUCTION

```
    Participation by children in organized recreation
activities, especially organized sports, has risen
dramatically over the last few decades (Kleiber & Roberts,
1983). This may be due, in part, to the surge of new
opportunities afforded to children during their leisure
time. Competition for children as consumers continues to
grow in the marketplace. McNeal (1998) reported that
children ranging from 4 to 12 years of age spend over $24
billion in direct spending and influence another $188
billion in family household purchases. Thus, the spending
power of children is significant.
    Furthermore, according to Rossiter (1979), over 20
percent of the nation's consumers are children. Berey and
Pollay (1968) stated that "There are at least three main
reasons why studying the role of a child in the market is
warranted: (1) the child market is rapidly growing; (2)
obviously children influence the family's decision making;
and, (3) adult consumer behavior is the direct antecedent of
child consumer behavior" (p. 70).
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Little research has been completed on children's participation in recreation activities. In addition, there are few studies that focus on family members' influence, constraints, and family decision-making related to recreation activity participation by children (Howard \& Madrigal, 1990). Thus, there is a need to gather information to develop a better understanding of decision-making processes families use to determine in which recreation activities their children participate.
This study provides insight into the effects of family structure on perceived influence by a parent/guardian in the decision process. Age of a child has not been widely used in recreation studies that have focused on decision-making regarding children's participation in recreation activities. Additional social structural variables used in this study include:
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- the financial resources of the child, which is used to determine a child's consumption autonomy;
- family structure (relationship status of parents and birth order of the child);
- socioeconomic status (total household income and highest level of education achieved by parent/guardian).

```
    Information gathered from parents/guardians related to
family decision-making provides valuable data about whom,
when and how decisions are made related to recreation
participation for a female child in the household.
Additionally, data were collected on how families gather
recreation opportunity information for their children. The
sources of information families use to make recreation
choices for daughters were determined, and the most useful
sources of information used in the final decision were
found. Few studies have been undertaken in the area of
recreation and family decision-making. This study provides
an application and extension of results presented in the
consumer behavior literature with regard to children's
involvement in family decision-making.
    It is important to study family structure in-depth
because of the changing nature of households. The time of
dual-parent households where only the father works outside
of the home are in the distant past. According to
Dornbusch, Carlsmith, Bushwell, Ritter, Leiderman, Hastorf
and Gross (1985), "Half of all children under 18 will
experience a parental divorce or separation, spending some
time in a single-parent household" (p. 326). Moreover, in
1997, 19.8 million children under the age of 18 lived in
single-parent households, accounting for 27.9% of all
```

children under 18 at that time (U.S. Bureau of the Census, 1998).

## Purpose

The purpose of this study is first, to determine how much influence a female child has on decisions related to her own organized recreation participation and secondarily, how much influence other household members, extended family members and others have on recreation decisions related to that child.

## Theoretical Framework

The theoretical framework used in this study is
grounded in consumer behavior literature. Specifically, it draws upon consumer socialization theories. Consumer socialization is defined as "the process by which young people develop consumer-related skills, knowledge, and attitudes" (Moschis \& Churchill, 1978, p. 599). Consumer socialization research is most often based upon two models of human learning, the social learning model and the cognitive development model. Moschis, Moore and Smith (1983) state that:
"Studies using the social learning approach attempt to explain socialization as a function of the environmental influences impinging on the person. Learning is assumed to be taking place

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during the individual's interaction with
socialization agents in various social or
structural settings" (p. 314)..."The recent
conceptual model of consumer socialization
includes five types of variables derived from
general socialization theory: socialization
agents, learning processes, social structural
variables, age or life cycle and content of
learning". (p. 314)
```

The model developed by Moschis and Churchill (1978) is

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reproduced as Figure 1.1.
```


## Objectives of the Study

1. To determine to what degree parents/guardians, children, and other family members exert influence on the family decision-making process related to organized recreation activity choices.
2. To determine if the perceived level of a daughter's influence on organized recreation activity purchases vary according to family structural characteristics.
3. To determine if age of daughter has an effect on a parent's/guardian's perception of her influence on a family's decision to allow her to participate in organized recreation activities.
4. To determine the criteria families use in making organized recreation purchase decisions.
Outcomes

Figure 1.1. A model of consumer socialization.
Source: Moschis, G.P. \& Churchill Jr., G.A. (1978). Consumer
socialization. A theoretical and empirical analysis. Journal of
Marketing Research, 15, 600 .

## Hypotheses to be tested

1. Mothers in dual-parent households will be perceived to have the most influence on decisions related to organized recreation activities in which their children participate.
2. As the age of the child increases, the degree of perceived influence by a parent/guardian of the child on each stage of the decision process will increase.
3. Degrees of child influence are perceived differently by single-parent/guardian families versus dual-parent families, with single-parents/guardians assigning more influence to children than parents in dual-parent families.
4. A child's influence will vary between the information gathering and final decision stages of the decisionmaking process.
5. The degree of a child's influence on the family decision-making process is positively related to a child's financial resources.

## Discussion of Key Variables

The variables discussed below were deemed critical to the study:

1. Social structural variables-A review of the literature has shown that these variables can play a significant
role in the perceived influence children and adolescents have on family decision-making. Family structure has not been studied in-depth in recreation decision-making studies. This study provides an opportunity to investigate the role parent's education, total household income, marital status, and birth order of the children play in family decision-making.
2. Age of the child-Age of child has been found to be a significant factor in the cognitive development and consumer socialization of children.
3. Influence of persons living outside the household-It has not been established what role extended family members and others outside the child's immediate household have on family decisions regarding recreation choices for children. For this study, it was deemed important to look at all relevant family members whether they live in the household or not.
4. Socialization agents-Socialization agents are described as any person or organization that is involved in the development of social interaction skills. They have influence on a person because of their frequency of contact, and control over rewards and punishments of the individual (Moschis \& Churchill, 1983). The socialization agents whose influence will be determined
in this study are the following: (1) parent(s) and/or guardian; (2) other family members; (3) peers; (4) sponsoring agencies; and, (5) schools.
5. Types of organized recreation activities studied-It is hypothesized that the decision process will vary for different types of recreation activities (organized sports, individual sport/other activity and summer camp).

This study is unique because of its use of several social structural variables. Most published studies on family decision-making have either ignored family structure variables altogether or analyzed the effects of only a few variables, specifically family size or birth order. According to Swanson (1978), these variables are studied most often because of the "assumption that the first born child, especially in large families, is more likely than others to have a differentiated status as agents" (p. 896). Additionally, this study provides a more detailed look at the effects of other household members and extended family members on family decisions. Parents/guardians were asked to quantify not only how influential they and their children were in each stage of the decision process, but were also asked about other children and adults in the household, and
aunts/uncles and grandparents not living in the household. The three stages of family decision-making used in this study are problem recognition, information gathering, and final decision. Previous studies have examined adult children's (Sorce, Loomis, \& Tyler, 1989) and adolescents' (Baranowski, 1978; Peters, 1985) influence on their parents' decision-making.

## Limitations

While it is accepted as a limitation of this study, this research includes the perceptions of one parent's/guardian's beliefs on the level of influence different members of the household and extended family have on recreation purchase decisions. According to Stipp (1988), "Children are difficult to study. They are undependable reporters of their behavior, have poor recall and don't understand abstract questions" (p. 27). Mann, Harmoni, and Power (1989) state that "Young adolescents are unable to create options, identify a wide range of risks and benefits, foresee the consequences of alternatives and gauge the credibility of information from sources with vested interests" (p. 265). Additionally, Ward (1979) found that the younger the children, the greater the concern of the reliability and validity of the data, especially data based

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on verbal responses. Nevertheless, Bokemeier and Monroe
(1983) believe that assessing family decision-making using a
single family member's perceptions may produce unreliable
results with questionable validity.
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## Chapter II

## LITERATURE REVIEW

In 1989, the Roper Organization completed a survey for USA Weekend on consumer decision-making in American families. It found that leisure time is an area in which the majority of children have some influence on family decision-making. According to this study, about $75 \%$ of children between the ages of 7 and 17 help to decide what the family does for recreation.

Decision-making occurs when an individual makes a selection among a group of alternatives in an effort to improve his/her quality of life (Paolocci, Hall, \& Axinn, 1977; Rice \& Tucker, 1986). According to Ajzen and Fishbein (1980), in general, people are quite rational in their decision-making, they make systematic use of the information available to them, and they consider the implications of actions before they make a final decision. Decision-making can be analyzed through a variety of methods. In this study, decision-making is examined through analysis of the process used to reach a decision where family members are both part of the decision making process, and impacted by the decision made.

## Family Decision-Making

According to Engel, Blackwell, and Miniard (1990), family consumption decisions involve at least five definable roles. The husband, wife, children, or other members of a household may assume these roles. Both multiple roles and multiple actors are normal.

1. Gatekeeper. Initiator of family thinking about buying products and the gathering of information to aid the decision.
2. Influencer. Individual whose opinions are sought concerning criteria the family should use in purchases and which products or brands most likely fit those evaluative criteria.
3. Decider. The person with the financial authority and/or power to choose how the family's money will be spent and the products or brands that will be chosen.
4. Buyer. The person who acts as purchasing agent: who visits the store, calls the supplier, writes the check, brings the product into the home, and so on.
5. User. The person or persons who use the product". (p. 174)

In addition, Kenkel (1961) acknowledged that in order to complete research on family decision-making, the following assumptions are made. "The individuals:(1) know the relative amount of influence they have, (2) are willing to admit it to themselves and others; and (3) are able to recall with accuracy how influence was distributed in some past decision-making session" (p. 174). Perceived relative
influence is a family member's perceptions of the degree to which an individual has engaged in activities that contribute to the decision-making process relative to the contributions of others in the household (Beatty \& Talpade, 1994).

## Dyadic Decision-Making

The majority of studies of family decision-making have focused on the husband-wife dyad. Hempel (1974) describes four family role structures for dyadic decision-making. First, husband-dominant decisions occur when the husband dominates the decision stage or process. Second, wifedominant decisions occur when the wife dominates the decision stage or process. Third, syncratic or joint decisions occur when decisions are made jointly and the dominance is balanced. And, fourth, autonomic or separate decisions occur when decisions are made independently and dominance is balanced.

Davis and Rigaux (1974), in their study of Belgian households for 25 economic decisions, found that the role of the husband or wife in the decision process depended on what the decision was related to. In addition, they found that who makes the final decision is a function of the husbands' and wives' perceived influence. They declared that the message to marketers is clear; marketers must understand who
is the dominant decision-maker for the product they are trying to sell. They held that the message marketers' design must be directed at the person(s) involved in the decision-making process for purchasing the product.

Fitiatrault and Ritchie (1980) found in their study on household decision-making that the influence in the household decisions was a function of the presence of children in the household and the income of the husband. Moreover, Ford, LaTour, and Henthorne (1995) found in their study of 24 product categories that who dominated the decision depends on the stage of the decision process. Nichols and Snepenger (1988), in their study of family vacationers to Alaska, found that in most families joint decision-making was most prevalent. They suggested that marketers' promotional efforts should appeal to both spouses. Also, they found significant child involvement in the decision process when families were deciding where to go on vacation.

Spiro (1983) completed a study on different influence strategies husbands and wives use to resolve disagreements concerning purchase decisions. She established that traditional family ideology, income, gender, age of the youngest child, education, wife's employment and wife's income were significant determinants in household decisions
and how spouses resolve disagreements concerning purchase decisions. Furthermore, Corfman and Lehmann (1987) found that outcomes of preceding joint decisions made the strongest contribution to relative influence on current decisions.

## Triadic Decision-Making

A smaller number of studies have dealt with the influence children and adolescents exert on family decisions. Most of these studies have dealt with adolescents' and children's influence on the family purchase of durable goods (e.g., automobiles, washing machines, stereo equipment), choice of vacation destinations, and household goods (e.g., cereal, snack foods, toothpaste).

Beatty and Talpade (1994) found that adolescents had greater influence for products purchased for their own use. Moreover, they found that as children's income increased, their perceived influence on the decision process increased.

Belch, Belch, and Ceresino (1985) determined the relative influence of fathers, mothers, and teenage children in the family decision-making process. They analyzed family members' influence for six product categories. They were the purchase of a television, an automobile, a vacation, household appliances, household furniture, and breakfast cereal. They found that for five of the six product
categories, children's greatest influence occurs in the initiation stage, and were lower in the information gathering and final decision stages. The product category that was dominated by children was the purchase of breakfast cereal. Similarly, Berey and Pollay (1968) and Atkin (1978) found the dominance of children in the purchase of breakfast cereal. Roberts, Wortzel, and Berkeley (1981) used secondary data to determine how mothers' attitudes affect the amount of influence their children have on the family decision-making process. They found that mothers' perceptions are inversely related to their attitudes toward financial matters, nutrition and whether they were liberal or conservative.

Shim, Snyder, and Gehrt (1995), in their study of when children become "clothes conscious", found that parental socialization variables were significantly related to children's social-structural and development variables (a child's age, birth order and parent's marital status) regarding when children become involved in the purchasing of clothing. Additionally, they found that parents spent more time educating their first-born children regarding the value of money than later-borns. This finding supported Moschis' (1987) statement that first-born children acquire better consumer skills than later-born children.

Ward and Wackman (1972), in their study on how much children attempt to influence purchase decisions, found that children's purchase attempts differ depending on the type of product. However, as children get older, mothers increasingly yield to their children. Ward and Wackman stated that mothers' yielding was probably a reflection of their perceived increased competence of older children in making judgments about purchase decisions.

Many of the studies presented are criticized for not asking children directly the influence they believe they had on family decisions (Foxman, Tansuhaj, \& Ekstrom, 1989). However, studies in which adolescents were asked about their influence on family decisions tended to rate it higher than their parents did (Beatty \& Talpade, 1994; Foxman, et al., 1989). As an example, Darley and Lim (1986) completed a study on family leisure time activities. In their study, they measured the influence of children as described by parents on three family leisure activities (family-type movies, family outings, and participant sports). They found older children had more perceived influence on decisions related to family leisure activities than younger children.

According to Howard and Madrigal (1990), mothers played a significant role in a child's introduction to formal or institutionalized recreation. Moreover, they state that
children made decisions independently only to a modest degree. They attributed mothers' dominance in decisions related to their children's recreation activities to the fact that they are, for the most part, the primary caregiver. Even though mothers may have had the most influential role in decisions related to their children's organized recreation participation, valuable data would have been lost if information regarding the influence of children, other family members, and non-family members in the decision-making process were not gathered. For example, Liprie (1993) found in her study on adolescent participation in family decision-making that "early adolescents are eager to influence family decisions and that they are able to perform specific roles such as information gatherer and participate in the discussion" (p. 251).

Furthermore, previous research has shown a positive relationship between age of child and level of involvement in family decisions (Brown \& Mann, 1988; Brown \& Mann, 1989; Darley \& Lim, 1986; Jenkins, 1979; Shim et al, 1995). Jenkins (1979) found that children were highly influential for products that the family used jointly, especially in decisions related to family vacations.

In addition, for products in which the child is directly involved in consumption, the child is expected to
have at least some influence on the family decision-making process (Beatty \& Talpade, 1994; Belch, Belch, \& Ceresino, 1985; Foxman \& Tansuhaj, 1988; Foxman, et al., 1989; Nelson, 1978). Nelson (1978) found that children were involved in the decision process as to where and when to eat out. Nevertheless, parents reserved the right to make the final decision and to decide how much was spent.

Foxman and Tansuhaj (1988) found significant positive correlations between adolescents' and parents' perceived influence in choosing four of six products used by them (e.g., records, personal computers, bicycles, and magazine subscriptions). Thus, it is important that the effects of children in family decision-making are explicitly acknowledged. Lackman and Lanasa (1993) stated that "Because most families include children and because children have been shown to possess an integral and growing role within the family decision-making process, the exclusion of children from analysis of this process will likely produce findings of questionable validity" (p.90).

Moreover, it is essential to consider the effects of different family structures on family decision-making. It was estimated that in the early 1990's $15 \%$ of all households had a single-parent structure (Hawkins, Best, \& Coney, 1992). By 1997, this estimate grew to $29 \%$ (U.S. Bureau of
the Census, 1998). Dornbusch et al. (1985) found that adolescents in single-parent families were more involved in decisions concerning themselves than adolescents in dualparent families. Jacobs, Bennett, and Flanagan (1993) found that adolescents in single-parent families were given more purchase autonomy than were adolescents in dual-parent families. Foxman et al. (1989) determined that in families in which both parents work, parents allowed or encouraged their child's increased participation in family decisionmaking. Brown and Mann (1989) found that the highest level of participation by adolescents occurred in households where both parents worked.

The influence various family members have on different types of consumer decisions is dependent on the product type and the relevant stage of the decision process (e.g., need recognition, search for information, and final decision) (Ford, et al., 1995; Swinyard \& Sim, 1987; Sybillo \& Sosanie, 1977; Ward \& Wackman, 1972). Swinyard and Sim (1987) found that children's influence varied across products, children's participation was more involved for products they use, and children were found to independently make decisions to a modest degree.

## Consumer Socialization

Research on children's consumer behavior dates back to the 1950s with the publication of an article on brand loyalty (Guest, 1955). In the 1960s, research on children's consumer behavior expanded to include children's understanding of marketing (McNeal, 1964) and their influence on parental decision-making (Berey and Pollay, 1968). In the 1970s, research on children as consumers became widespread and gained legitimacy in marketing research (John, 1999; Moore-Shay \& Wilkie, 1988). Ward (1974) argued vigorously for studying children and their socialization in the consumer role. Moreover, Moschis and Moore (1979) believed that it is important to use consumer socialization in order to study the effects of children on family decision-making because of the cognitive and behavioral patterns of decision-making.

There is considerable evidence that parents are the most significant agents in young children's consumer socialization (Hayes, Burts, Dukes, \& Cloud, 1993). In fact, Grossbart, Carlson and Walsh (1991) suggested that children learn their purchasing and consumption behavior from their parents through consumer socialization. According to Ward, Wackman, and Wartella (1977), parents influence their children's consumer socialization by
allowing their children to observe and initiate their behaviors, interacting with their children in consumption, and providing opportunities for consumption by their children. Consumer socialization takes place during the cognitive and social stages of children's development. The most well known framework for characterizing basic cognitive abilities is Piaget's theory of cognitive development. He proposed four main stages of cognitive development. They were:(1) sensorimotor (birth to two years); (2) preoperational (two to seven years); (3) concrete operational (seven to eleven years); and (4) formal operational (eleven through adulthood) (Ginsberg \& Opper, 1988).

Moschis and Moore (1979) cited many studies in which the social learning model was used to study the consumer socialization of children. The study of social development includes a wide variety of topics. However, to explain consumer socialization, the areas of social perspective taking and impression formation are the most relevant (John, 1999) •

Social Development
Social Perspective Taking
Selman (1980) addressed social perspective taking by describing how children's abilities to understand different
perspectives progress through a series of stages. They are:

- Egocentric Stage-(ages 3-6)-children are unaware of an perspective other than their own;
- Social information role taking stage-(ages 6-8)-children become aware that others may have different opinions or motives, but believe that this is due to having different information rather than a different perspective on the situation;
- Self-reflective role taking stage-(ages 8-10)- children not only understand that others may have different opinions or motives, even if they have the same information, but can consider another person's point of view;
- Mutual role taking-(ages 10-12)- children develop the ability to consider another person's viewpoint at the same time as one's own. There is a great deal of persuasion and negotiating going on during this stage that requires dual consideration of both parties' perspective;
- Social and conventional system role taking-(ages 12-15 and older)-features an additional development, the ability to understand another person's perspective as it relates to the social group to which he (other person) belongs or the social system in which he (other person) operates. (John, 1999, p. 185)


## Impression Formation

Impression formation undergoes a similar transformation
to social perspective taking as children learn to make
social comparisons on a more sophisticated level.

Bareboim (1981) provided a description of the
developmental sequence that takes place from 6 to 12 years
of age.

- Behavioral Comparison Phase-(ages 6-8)-children do incorporate comparisons as a basis of their impressions, but the comparisons are based on concrete attributes or behaviors (e.g., "Hunter eats faster than Peyton");
- Psychological Constructs Phase-(ages 8-10)-impressions are based on psychological or abstract attributes but do not include comparisons to others (e.g., Katy is friendly");
- Psychological Comparisons Phase-(11 or 12 years of age and older)-comparisons based on psychological or abstract attributes emerge which feature more adult like impressions of people (e.g., "Mike is more outgoing than Samantha"). (p. 141-142)


## Stages of Consumer Socialization

Consumer socialization occurs through cognitive and social development as a series of stages as a child matures through childhood. John (1999) proposed that consumer socialization should be considered as a developmental process that proceeds through a series of stages as children mature into adulthood. She said that by "Integrating the stage theories of cognitive and social development, a clear picture emerges of the changes that take place as children become socialized into their roles as consumers" (p. 186).

John (1999) developed a three-stage model of consumer socialization. The stages are the perceptual stage (3-7 years), the analytical stage (7-11 years), and the reflective stage (11-16 years). The perceptual stage is characterized by a general orientation toward the immediate
and readily observable perceptual features in the marketplace. The analytical stage is characterized by children exhibiting more thoughtfulness in their choices, considering many attributes in making a choice and employing a decision strategy that seems to make sense given the environment. In the reflective stage, children are more reflective in their way of thinking and reasoning. They become more focused on the social meanings and underpinnings of the consumer marketplace (see Table 2.1). John described the limitations of her proposed model. They included:
(1) the age ranges for each stage are approximations based on the general tendencies of children in that age group;
(2) important developments in consumer socialization do not emerge in a vacuum, but take place in a social context including family, peers, mass media, and marketing institutions; and,
(3) mass media and advertising provide information about consumption and the value of material goods. (pp. 187-188)

The use of consumer socialization in determining the role individual family members have in the decision process has increased over the past twenty years. Early work by Ward and Wackman (1972) provides the backbone of this research. Consumer socialization was used to determine children's roles in family decision-making as seen in the work by Grossbart, Carlson, and Walsh (1991), Moschis (1987) and Darley and Lim (1986).
Table 2.1
Consumer Socialization Stages

| Consumer Socialization Stages |  |
| :--- | :--- |
| Characteristics | Perceptual stage <br> $(3-7$ years $)$ |

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| Orientation | Concrete | Abstract | Abstract |
| :---: | :---: | :---: | :---: |
| Focus | Perceptual | Functional/ | Functional/ |
|  | features | underlying features | underlying features |
| Complexity | Unidimensional | Two or more dimensions | Multidimensional |
|  | Simple | Contingent ("if-then") | Contingent ("ifthen") |
| Perspective | Egocentric | Dual perspectives | Dual perspectives |
|  | (own perspective) | (own + others) | in social content |

Table 2.1 (continued)

| Characteristics | Perceptual stage (3-7 years) | Analytical stage (7-11 years) | Reflective stage (11-16 years) |
| :---: | :---: | :---: | :---: |
| Decision-making and influence |  |  |  |
| strategies: |  |  |  |
| Orientation | Expedient | Thoughtful | Stragegic |
| Focus | Perceptual | Functional/ | Functional/ |
|  | features | underlying features | underlying features |
|  | Salient features | Relevant features | Relevant features |
| Complexity | Single attributes | Two or more attributes | Multiple attributes |
|  | Limited repertoire of strategies | Expanded repertoire of strategies | Complex repertoire of strategies |
| Adaptivity | Emerging | Moderate | Fully developed |
| Perspective | Egocentric | Dual perspectives | Dual perspectives social context |

[^0]METHODS

## Sample

Subjects for this study were obtained from a list of registered members of the Michigan Capital Girl Scout Council (MCGSC) for the 1995-96 fiscal year. The purpose of using this sampling frame was threefold. First, it controlled for gender by using only female subjects. However, it did not eliminate gender bias because families may have different standards for males and females. Previous research has shown that it appears that female adolescents are more involved in consumptive decisions than their male counterparts (Moschis \& Mitchell, 1986; Ward, 1974). Second, it was a convenient method to find a known population of organized recreation activity users. However, it is recognized that members of a specific organization are not necessarily representative of the general population. Third, it is difficult to obtain research access to children, and this was an accessible group.

A questionnaire was developed and mailed first class to a stratified random sample of parent(s)/guardian(s) of registered scouts. In order to determine if a child's age had a significant impact on the degree of her influence, it
was essential to gather information from children of several different age groups. The population of the MSCGS included 4,984 scouts. Of that number, 573 scouts did not have their age listed. These scouts were eliminated from the list. Thus, the number of usable names was 4,411 .

To develop the parameters by which to group scouts by age, 14 previous studies on family decision-making involving children were analyzed. A child's specific age was not used in the sampling procedure for any of these studies. However, in four of the studies, Atkin (1978), Darley and Lim (1986), Nelson (1978) and Ward and Wackman (1972), ages were grouped for analysis (see Table 3.1).

Table 3.1
Age Groups Used in Previous Research

| Author(s) | Year | Age Groups |
| :--- | :--- | :--- |
| Atkin | 1978 | $3-5,6-8,9-12$ years |
| Darley \& Lim <br> years | 1976 | $0-5,6-12,13-17$ |
| Nelson | 1978 | under 5 years, over <br> 6 years <br> $5-7,8-10,11-12$ <br> years |
| Ward \& Wackman | 1972 |  |

These groupings were not very helpful in making the decision for relevant age group categories for this study. Thus, the decision was made to group according to psychosocial development theory (Newman \& Newman, 1995). Psychosocial development theory groups children into the following age ranges:

- early school age (4 to 6)
- middle school age (6 to 12)
- early adolescence (12 to 18)

Due to the limited number of scouts in the $16-18$ years old age range, they were eliminated from the sampling frame. The groupings in psychosocial development theory were modified in order to make the groups mutually exclusive. The three groups were: Group One (4-to-6 years old); Group Two (7-to-11 years old); and, Group Three (12-to-15 years old).

A pretest was completed in May 1996. Parents of scouts from one Brownie troop and one Junior troop were asked to complete the survey and provide comments on its clarity and length. Adjustments were made to the questionnaire based on feedback from those parents.

There were 200 surveys sent to randomly selected members in each stratum. The scouts used in the pretest were eliminated from the master list. Surveys were mailed on June 3, 1996. A follow-up postcard was sent on June 10,
1996. The postcard was sent to the entire sample. It thanked those who had already returned the survey and encouraged those who had not to do so at their earliest convenience. A second mailing was sent on June 24, 1996. In addition, students trained in telephone interviewing called those who had not yet responded to encourage them to send back the questionnaire. Interviewers read from a predetermined script so that all non-respondents heard the same thing. Two attempts were made to contact nonresponding members of the sample.

Incentives were used in attempt to increase response rate. Members of the sample were reminded that if they sent back a completed questionnaire within two weeks of the initial mailing (postmarked by June 19, 1996), their daughters' names would be placed in a drawing. The suggestion was made that parents might view a savings bond as a more "child driven" reason to respond than cash. Therefore, in lieu of $\$ 50$ cash first prize, a $\$ 100$ U.S. Savings Bond was awarded. Second prize was $\$ 25$ off a week's stay at Camp Deer Trails, the MCGSC resident camp located near Houghton Lake, MI. Several smaller prizes, such as hats and tee shirts with the "Camp Deer Trails" emblem on them, were also awarded.

Response Rate
A total of 600 surveys were mailed. Of that number, 14 were undeliverable. The first and second mailings resulted in 233 and 81 returned surveys, respectively, for a total of 314. Returned surveys were compared to the master list to ensure the age of the daughter was correct, based on her age as of March 31, 1996. In cases for which age was incorrect, it was changed to match the master list. Overall, the response rate was $53.58 \%$. Group response rates were as follows: Group One, 46.42\% (91/196); Group Two, 58.97\% (115/195); and, Group Three, 55.10\%, (108/196). There were no responses from families with a four-year-old scout.

## Instrumentation

The questionnaire focused on items related to family, friends' and others' (e.g., coaches) involvement in different stages of the decision process for participation in three categories of organized recreation activities. Categories of activities chosen were organized team sports, individual sports or other activities, and summer camp.

The decision-making process has been described in the literature in several ways. The most common approach, and the approach that was used in this research, was to subdivide purchase decisions into three distinct stages:
problem recognition; information search; and, final decision (Davis \& Rigaux, 1974; Ford, et al., 1995; Hempel, 1974; Howard \& Madrigal, 1990; Nelson, 1978; Szybillo \& Sosanie, 1977).

Respondents were asked who initiated the idea, and what percentage of the information gathered and final decision could be attributed to which household members, extended family members, and others. Influence of persons on the two latter stages was measured using the constant-sum method. The constant-sum method is defined as "a scaling method in which a subject divides a set of points between two standards so that the ratio between the assigned points corresponds to the subjective ratio" (Koschnick, 1996, p. 74). The constant-sum method has been used previously in family decision-making research (Corfman, 1991; Filiatrault
\& Ritchie, 1980; Howard \& Madrigal, 1990; Jenkins, 1979;
Qualls, 1987; Szybillo, Sosanie \& Tenenbein, 1979; Woodside
\& Carr, 1988). According to Howard and Madrigal (1990),
support for its application is based on three arguments.

1. The constant sum format is better adapted to measuring the complete notion of joint decision-making for which monadic or categorical ratings (i.e., Likert-type scale of influence dominance) are too unwieldy.
2. The constant sum method avoids interpretive problems resulting from the use of adjectives in Likert and semantic differential scales.
3. The measurement has properties of interval data (p. 250).

Additionally, respondents were asked how important selected criteria were in the decision process regarding recreation participation by a child. Respondents were asked to select the top three criteria their families use in these decisions and the top three criteria that prevent or encourage participation by their children in organized recreation activities. The list of criteria used was the same criteria used in a 1994 study of Girl Scout participation in summer camp for the MCGSC (Williams, La Lopa \& Holecek, 1994). The criteria were developed from information gathered in several focus groups of parents of active scouts. The information obtained focused on why families did or did not send their daughters to Girl Scout camp.

## Cover letter

A cover letter was sent as part of the questionnaire. It appeared on the first page of the questionnaire. Items included in the cover letter were as follows:

- who was conducting the study (MCGSC and MSU);
- who should complete the questionnaire and for which child;
- importance of returning the survey;
- how to return the survey;
- that the results were confidential;
- described how a participant's child was eligible to win a $\$ 100$ U.S. Saving Bond; and
- that participation in the study was voluntary. Potential participants were told that by completing and returning the questionnaire they had given consent to be part of the study. Moreover, they were reminded that they did not have to answer all of the questions. However, they were encouraged to answer all of the questions.


## Questionnaire Items

Items in the questionnaire covered the following areas: demographics, decision-making; motivation for participation; and, criteria for participation of a child in any organized recreation activity (see Table 3.2)

Table 3.2
Types of Data Gathered within the Questionnaire

| Demographics | Criteria for participation by |
| :---: | :---: |
|  | children in recreation |
|  | activities |
| Household make-up | Age of child |
| Gender | Cost of activity |
| Race | Child's interest in activity |
| Age range-household members | Child's need for activity |
| Age of child | Flexibility times/dates of |
| Birth order | activity |
| Other children in household | Educational value of activity |
| Level of education of parent | Friend(s) participation in |
| Full-time wage earners | activity |
| Part-time wage | Health and safety of child |
| Total household income Child's income | Information from sponsoring agency |
|  | Length of time of activity Location of activity |
| Decision-making | Number of recreation activities in which child participates |
| ```Type of activities: Organized team sports Individual sport/other activity Summer camp``` | ```Development of leadership skills``` |
|  | Organization sponsoring activity |
| Initiation of idea: Specific person | Parental time commitment |
|  | Previous participation by |
| Information gathered | child |
| Final decision | Previous participation by |
| Sources of information used |  |
|  |  |
| How influential were sources Most influential sources | Top three criteria families |
|  | use to determine recreation choices for children |
| $\frac{\text { Motivation }}{\text { Child }}$ for participation | Top three criteria that |
| Child | prevent or discourage |
| ParentParent and child | participation in activities |
|  | by children |
|  | Top three criteria that encourage participation in activities by children |

## Chapter IV

RESULTS

The purpose of this study was to determine how much influence a female child has on decisions related to her own organized recreation participation and, secondarily, how much influence other household members, extended family members and others have on recreation decisions related to that child.

Ninety-eight percent of the scouts live in a household with their biological mother while $85.9 \%$ also have their biological father present. Caucasians account for $93.1 \%$ of respondents. In addition, $89.7 \%$ of all respondents are married. The average household size is 4.42 persons with a range from two to ten. Children in the sample ranged from age five to 15, with an average age of 9.29 years. The parent or guardian most familiar with the child's recreation activities was asked to complete the survey. A mother or stepmother returned $92.9 \%$ of all responses (see Table 4.1).

Table 4.1
Descriptive Statistics of Respondents and Households

| Category | N | Percent |
| :---: | :---: | :---: |
| Respondents' Sex | 310 |  |
| Female | 288 | 92.9 |
| Male | 22 | 7.1 |
| Respondents' Race | 306 |  |
| Caucasian/White | 285 | 93.1 |
| Hispanic/Latino | 8 | 2.6 |
| Asian | 6 | 2.0 |
| African American/Black | 2 | 0.7 |
| American Indian | 2 | 0.7 |
| Multiracial | 1 | 0.3 |
| Other | 2 | 0.7 |
| Respondents' Marital Status | 312 |  |
| Married | 280 | 89.7 |
| Divorced | 17 | 5.4 |
| Single, never married | 8 | 2.6 |
| In a non-marital permanent relationship | 5 | 1.6 |
| Separated | 1 | 0.3 |
| Widowed | 1 | 0.3 |
| Family Structure (in household) | 314 |  |
| Dual-parent | 256 | 81.5 |
| One parent \& one step-parent | 28 | 8.9 |
| One parent or legal guardian | 25 | 8.0 |
| One parent \& extended family members | 5 | 1.6 |
| No. persons in household | 312 |  |
| Two | 8 | 2.6 |
| Three | 34 | 10.9 |
| Four | 144 | 46.2 |
| Five | 90 | 28.8 |
| Six | 25 | 8.0 |
| Seven | 6 | 1.9 |
| Eight | 3 | 1.0 |
| Nine | 1 | 0.3 |
| Ten | 1 | 0.3 |

Table 4.1 Continued
Category
Respondents' highest level of education attained ..... 310

| Less than high school | 3 | 1.0 |
| :--- | ---: | ---: |
| High school | 48 | 15.5 |
| Some college, technical | 129 | 41.6 |
| or associates degree | 57 | 18.4 |
| Bachelor's degree <br> Some graduate level <br> coursework | 23 | 7.4 |
| Graduate or professional <br> degree(s) | 50 | 16.1 |Full-time wage earnersin household310

Zero ..... 7
2.3
One ..... 141Two or more 16245.5
16252.2
Part-time wage earners in household ..... 307
Zero ..... 203
One ..... 8966.1
29.0
Two or more ..... 15
281
Total household income4.9
Less than $\$ 10,000$ ..... 1.4
\$10,000-\$19,999 ..... 134.6
\$20,000-\$29,999 ..... 25 ..... 8.9
\$30,000-\$39,999 ..... 3913.9
\$40,000-\$49,999 ..... 3913.9
\$50,000-\$59,999 ..... 4014.2
\$60,000-\$69,999 ..... 31
$\$ 70,000$ or more ..... 90
11.032.0Analyses were completed to determine differences infamily decision-making regarding different types oforganized recreation activities. Thus, comparisons across
categories were made. By using this approach, it was assumed that respondents could recall correctly who was involved in past decision-making and would be able to report it in this research (Davis \& Rigaux, 1974).

## Hypothesis One

Hypothesis one states that mothers in dual-parent households will be perceived to have the most influence on decisions related to organized recreation activities in which their children participate. Dual-parent households are used in this analysis because in single-parent households whichever parent is present would most likely have inflated her or his level of influence. The issue of single-parent/guardian households versus dual-parent households is addressed in hypothesis three.

For the purpose of this study, influence is defined as the percentage each group is involved in the information gathering and final decision stages of the decision process. "Daughters" will be referred to as "children" from this point forward. To test hypothesis one, a series of onesample t-tests are performed. The confidence intervals of mothers at the .05 level of significance are tested against the confidence intervals of fathers, children, and other persons living in the household. Analyses are completed for
each activity for the information gathering and final decision stages of the decision process.

As seen in Table 4.2, statistically significant differences were found between mothers and all others. Mothers are the most influential information gatherers for children's participation in organized sports. Mothers gather $55.33 \%$ of the information, followed by children (24.81\%), fathers (16.64\%), and others (8.33\%).

Table 4.2
Influence of Mothers versus Others on the Information
Gathering Stage for Organized Sports ( $\mathrm{N}=157$ )

| Household <br> Members | Mean(\%) | SD | $95 \%$ Confidence Level <br> Lower <br> Upper |  |
| :--- | :---: | :---: | :---: | :---: |
| Mothers | 55.33 | 39.49 | 49.54 | 61.12 |
| Fathers | 16.64 | 28.31 | 12.26 | 21.02 |
| Children | 24.81 | 34.79 | 19.77 | 29.84 |
| Others | 8.33 | 23.53 | 4.94 | 11.73 |

In the final decision stage for organized sports, children are found to be significantly different at p<. 05 level from all others in the household. In Table 4.3, one can see that children are the most influential on the final decision to participate in organized sports. Children are
allocated $44.53 \%$ of the final decision, followed by mothers (30.79\%), fathers (19.41\%) and others (5.73\%).

Table 4.3

Influence of Mothers versus Others on the Final Decision
Stage for Organized Sports $(N=153)$

| Household <br> Members | Mean(\%) | SD | $95 \%$ Confidence Level <br> Lower <br> Upper |  |
| :--- | :---: | :---: | :---: | :---: |
| Mothers | 30.79 | 27.44 | 26.41 | 35.17 |
| Fathers | 19.41 | 20.75 | 16.09 | 22.72 |
| Children | 44.53 | 35.18 | 38.87 | 50.19 |
| Others | 5.73 | 16.41 | 3.10 | 8.35 |

In the information gathering stage for individual sports or other activities, mothers play a significantly different role than fathers, children and others at the p<.05 level. As seen in Table 4.4 , on average, mothers gather $77.76 \%$ of the information, followed by children at 11.06\%, fathers at 6.33\%, and other household members at 4.98\%, respectively.

Table 4.4
Influence of Mothers Versus Others on the Information Gathering Stage for Individual Sports or Other Activity ( $\mathrm{N}=177$ )

| Household <br> Members | Mean(\%) | SD | $95 \%$ Confidence Level <br> Lower <br> Upper |  |
| :--- | :---: | :---: | :---: | :---: |
| Mothers | 77.76 | 31.14 | 73.14 | 82.38 |
| Fathers | 6.33 | 18.24 | 3.62 | 9.03 |
| Children | 11.06 | 21.79 | 7.81 | 14.31 |
| Others | 4.98 | 16.91 | 2.48 | 7.49 |

Significant differences are found between mothers, fathers, and other household members on the final decision stage for participation by children in individual sports or other activities at the $\mathrm{p}<.05$ level (see Table 4.5). However, mothers are not significantly different from children at the $\mathrm{p}<.05$ level. The amount of the final decision attributed to mothers is $41.41 \%$ followed closely by children (39.23\%). Fathers (15.78\%) and others (4.36\%) are not very involved in the final decision for this activity.

Table 4.5
Influence of Mothers Versus Others on the Final Decision
Stage for Individual Sports or Other Activity ( $\mathrm{N}=180$ )

| Household <br> Members | Mean | SD | $95 \%$ Confidence Level <br> Lower <br> Upper |  |
| :--- | :--- | :--- | :--- | :--- |
| Mothers | 41.41 | 29.28 | 37.10 | 45.72 |
| Fathers | 15.78 | 20.06 | 12.83 | 18.73 |
| Children | 39.23 | 34.75 | 34.14 | 44.33 |
| Others | 4.36 | 13.42 | 2.38 | 6.33 |

There are significant differences between mothers and all others in the amount of information gathered for summer camp participation by children. As can be seen in Table 4.6, mothers gather $63.10 \%$ of the information, followed by children (16.40\%), others (13.19\%), and fathers (6.63\%). Others, on average, gather more information than fathers do. In this study, the others are, for the most part, older sisters.

Table 4.6
Influence of Mothers Versus Others on the Information
Gathering Stage for Summer Camp ( $\mathrm{N}=122$ )

| Household <br> Members | Mean | SD | $95 \%$ Confidence Level <br> Lower <br> Upper |  |
| :--- | ---: | ---: | ---: | ---: |
| Mothers | 63.10 | 39.49 | 56.05 | 70.15 |
| Fathers | 6.63 | 19.84 | 3.09 | 10.18 |
| Children | 16.40 | 29.36 | 11.14 | 21.66 |
| Others | 13.19 | 29.23 | 7.97 | 18.40 |

As can be seen in Table 4.7, mothers' influence on the final decision stage for summer camp is not different from children at $\mathrm{p}<.05$ level of significance. However, mothers and children are significantly different from fathers and other household members at $\mathrm{p}<.05$ level. Mothers made $43.74 \%$ of the final decision, followed by children (34.49\%), fathers (17.94\%), and others (5.36\%).

Table 4.7
Influence of Mothers Versus Other Household Members on the
Final Decision Stage for Summer Camp ( $\mathrm{N}=118$ )

| Household <br> Members | Mean | SD | $95 \%$ Confidence Level <br> Lower <br> Upper |  |
| :--- | :---: | :---: | :---: | :---: |
| Mothers | 43.74 | 27.53 | 38.72 | 48.76 |
| Fathers | 17.94 | 20.73 | 14.18 | 21.70 |
| Children | 34.49 | 30.94 | 28.77 | 40.20 |
| Others | 5.36 | 15.13 | 2.61 | 8.81 |

Overall, across all three categories of activities, mothers dominate the information gathering stage. Fathers play a limited role in this stage of the decision process. This may be due to the fact that mothers are, for the most part, the primary caregivers in the household. However, when the final decision is made about children's participation in the three recreation activities, children become joint decision-makers with their mothers.

## Hypothesis Two

The second hypothesis developed for this study was that as the age of the child goes up, the degree of perceived influence on each stage of the decision process increases.

Hypothesis two is tested using Analysis of Variance (ANOVA) to compare the means of each age group of children across the information gathering and final decision stages of the decision process. Bonferroni confidence interval post hoc tests are performed to determine if there are significant differences between age groups. There were only 14 children in the age group of 5 -to-6-years old who had participated in summer camp; thus, there were no analyses completed for summer camp participation by this age group because of validity concerns. However, statistically significant differences are found across both decision stages for organized sports and individual sports or other activities.

Group Three (12-to-15-years olds) are statistically different from Groups One (5-to-6-years old) and Two (7-to-11-years old) in gathering information about their own participation in organized sports ( $\mathrm{F}=21.110$, $\mathrm{p}<.05$ ) (see Table 4.8). Group Three is responsible for gathering 41.80\% of the information for their own participation in organized sports, followed by Group Two (13.07\%) and Group One (8.10\%).

Table 4.8
Children's Influence on the Information Gathering Stage of the Decision Process for Organized Sports

| Age Groups | N | Mean (\%) | Sum of Squares |  | DF | F Value |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 5-6 | 29 | 8.10 | Between Groups | 41964.83 | 2 |  |
| 7-11 | 76 | 13.07 | Within Groups | 181898.20 | 183 |  |
| 12-15 | 81 | 41.80 * | Total | 223863.03 | 185 | 21.110 |

Overall, children's influence is substantial in the final decision stage for their own participation in organized sports. Nonetheless, children in Group Three are statistically different than the other two groups at the $\mathrm{p}<.05$ level with an $\mathrm{F}=6.755$ (see Table 4.9). Children in Group Three are associated with, on average, $52.09 \%$ of the final decision as compared to children in Group One at 38.11\% and children in Group Two at 34.22\%.

Table 4.9
Children's Influence on the Final Decision Stage of the
Decision Process for Organized Sports

| Age Groups | N | Mean (\%) | Sum of Squares |  | DF | F Value |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 5-6 | 27 | 38.11 | Between Groups | 16236.46 | 2 |  |
| 7-11 | 74 | 34.22 | Within Groups | 215123.60 | 179 |  |
| 12-15 | 81 | 52.09* | Total | 231360.07 | 181 | 6.755 |

For individual sports or other activities, Group Three is significantly different from Groups One and Two ( $\mathrm{F}=30.634, \mathrm{p}<.05$ ) (see Table 4.10). Members of Group Three gather $26.61 \%$ of the information for their own participation in an individual sport or other activity, as compared to less than $1 \%$ collected by Group One and $5.39 \%$ collected by Group Two.

Table 4.10
Children's Influence on the Information Gathering Stage of
the Decision Process for Individual Sport or Other Activity

| Age <br> Groups | N | Mean (\%) | Sum of Squares | DF | F Value |  |
| :--- | ---: | :--- | :--- | :--- | ---: | ---: |
|  |  |  |  |  |  |  |
| $7-6$ | 50 | 0.70 | Between Groups | 24882.47 | 2 |  |
| $7-11$ | 82 | 5.39 | Within Groups | 80818.59 | 199 |  |
| $12-15$ | 70 | $26.61 *$ | Total | 105701.07 | 201 | 30.634 |

Note. *p<. 05

Once again, children's influence on the final decision stage is greater than on the information gathering stage. Older children, those in Group Three, are different than children in Groups One and Two at $\mathrm{p}<.05$ level and with a F=4.734 (see Table 4.11). Children in Group Three have $48.78 \%$ of the final decision attributed to them, followed by children in Group One (35.24\%), and children in Group Two (33.20\%).

Table 4.11
Children's Influence on the Final Decision Stage of the
Decision Process for Individual Sports or Other Activity

| Age Groups | N | Mean (\%) | Sum of Squares |  | DF | F Value |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 5-6 | 49 | 35.24 | Between Groups | 10678.71 | 2 |  |
| 7-11 | 84 | 33.20 | Within Groups | 231237.21 | 205 |  |
| 12-15 | 75 | 48.78* | Total | 241915.92 | 207 | 4.734 |

Children ages 12-to-15-years-old gather more information than children who are in the 5-to-6-years-old age group and children in the 7-to-11-years-old age group for both organized sports and individual sports or other activities. Children who are 5 or 6 years old most likely do not know where to gather information, and quite possibly,
are unable to read the information that was gathered. Older children (12-to-15-years old) were found to be statistically different from younger children (under 12 years old) in the amount of influence in making the final decision. This finding reaffirms what has been found in previous research. That is, as the age of children increases, they become more involved in the decision process for products that they will consume. Participating in an organized recreation activity is synonymous with consuming a product.

## Hypothesis Three

The third hypothesis developed for this study was that degrees of child influence are perceived differently by single-parent/guardian families versus dual-parent families, with single-parents/guardians assigning more influence to children than parents in dual-parent families.

Hypothesis three is tested using independent sample ttests. The information gathering and final decision stages are analyzed for children by single-parent/guardian versus dual-parent households. As can be seen in Table 4.12, children living in single-parent/guardian households do not gather significantly more information, at the .05 level of significance, than children living in dual-parent households for their own participation in organized sports (t=.608, $\mathrm{p}=.559$ ). Children in single-parent/guardian households
gathered $32.78 \%$ of the information related to their own participation in organized sports while children in dualparent households gathered $24.31 \%$ of the information.

Table 4.12
Influence of Children, Based on Parental Relationship, on the Information Gathering Stage for Organized Sports

| Parental <br> Relationship | N | Mean(\%) | SD | t | Sig. <br> $(2-$ tailed $)$ |
| :--- | ---: | :--- | :--- | :--- | :--- |
| Single-Parent/ <br> Guardian | 9 | 32.78 | 41.01 |  |  |
| Dual-Parent | 176 | 24.31 | 34.60 |  |  |
|  |  |  |  | .608 | .559 |

Children living in single-parent/guardian households do not have significantly more influence on the final decision for their own participation in organized sports than children living in dual-parent households (t=.839, $\mathrm{p}=.421$ ) (see Table 4.13). Children in single-parent/guardian households are responsible for $54.03 \%$ of the final decision and children in dual-parent households are responsible for 42.64\% of the final decision.

Table 4.13
Influence of Children, Based on Parental Relationship, on
the Final Decision Stage for Organized Sports

| Parental <br> Relationship | N | Mean(\%) | SD | t | Sig. <br> $(2-t a i l e d)$ |
| :--- | ---: | :--- | :--- | :--- | :--- |
| Single-Parent/ <br> Guardian | 10 | 54.03 | 43.08 |  |  |
| Dual-Parent | 170 | 42.64 | 35.26 |  |  |
|  |  |  |  | .839 | .421 |

Children in single-parent/guardian households are not significantly different from children living in dual-parent households in the amount of information they gather for their own participation in individual sports or other activities ( $\underline{t}=.978, \underline{p}=.347$ ) (see Table 4.14). Children in single-parent/guardian households collect $20.38 \%$ of the information while children in dual-parent households collect $10.43 \%$ of the information.

Table 4.14
Influence of Children, Based on Parental Relationship, on the Information Gathering Stage for Individual Sport or Other Activity

| Parental <br> Relationship | N | Mean $(\%)$ | SD | t | Sig. <br> $(2-$ tailed) |
| :--- | :---: | :---: | :---: | :---: | :---: |
| Single-Parent/ <br> Guardian | 13 | 20.38 | 36.31 |  |  |
| Dual-Parent | 187 | 10.43 | 20.82 |  |  |
|  |  |  |  | .978 | .347 |

Children in single-parent/guardian households are quite similar to children in dual-parent households regarding the percentage of the final decision that is attributed to them for their own participation in individual sports or other activities. As seen in Table 4.15, children in singleparent/guardian households have $40.64 \%$ of the final decision attributed to them which is nearly the same as the $38.99 \%$ of the final decision attributed to children in dual-parent households (t=.162, $p=.874$ ).

Table 4.15
Influence of Children, Based on Parental Relationship, on
the Final Stage for Individual Sport or Other Activity

| Parental <br> Relationship | N | Mean(\%) | SD | t | Sig. <br> (2-tailed) |
| :--- | ---: | :--- | :--- | :--- | :--- |
| Single-Parent/ |  |  |  |  |  |
| Guardian | 14 | 40.64 | 37.18 |  |  |
| Dual-Parent | 192 | 38.99 | 33.93 |  |  |
|  |  |  |  | .162 | .874 |

Children in dual-parent households gather more information regarding their own participation in summer camp than do children in single-parent/guardian households. The $t$ value was -2.442 and it was significant at $p<.05$ (see Table 4.16). Children in dual-parent households gather, on average, $16.89 \%$ of the information compared to the $5.38 \%$ children in single-parent/guardian households gather.

Table 4.16
Influence of Children, Based on Parental Relationship, on the Information Gathering Stage for Summer Camp

| Parental <br> Relationship | N | Mean(\%) | SD | t | Sig. <br> (2-tailed) |
| :--- | :---: | :---: | :---: | :---: | :---: |
| Single-Parent/ |  |  |  |  |  |
| Guardian | 13 | 5.38 | 14.50 |  |  |
| Dual-Parent | 130 | 16.89 | 28.85 |  |  |
|  |  |  |  | -2.422 | .024 |

Parental relationship does not make a significant difference in terms of the percentage of the final decision for summer camp attributed to children (t=-1.556, $\mathrm{p}=.147$ ) (see Table 4.17). Children in single-parent/guardian households have $22 \%$ of the final decision assigned to them versus children in dual-parent households having $34.97 \%$ of the final decision assigned to them.

Table 4.17
Influence of Children, Based on Parental Relationship, on
the Final Decision Stage for Summer Camp

| Family <br> Structure | N | Mean(\%) | SD | t | Sig. <br> (2-tailed) |
| :--- | ---: | :--- | :--- | :--- | :--- |
| Single-Parent/ <br> Guardian | 10 | 22.00 | 24.86 |  |  |
| Dual-Parent | 121 | 34.97 | 30.47 |  |  |

Except for the percentage of information gathered for summer camp, parental relationship does not seem to play a significant role in the influence children have on the information gathering or the final decision stages for the three organized recreation activities. This may have been due, in part, to the small percentage of singleparent/guardian households in the sample. Thus, not allowing for enough variation in the sample. Furthermore, these data should be interpreted judiciously because of the small number of cases that included single-parent/guardian households.

## Hypothesis Four

The fourth hypothesis developed for this study was that a child's influence varies between the information gathering
and final decision stages of the decision-making process. Hypothesis four is tested using paired sample t-tests. The paired-sample t-test procedure tests the null-hypothesis that differences in means of two related variables is 0 (Norusis, 1997). By using a paired-sample t-test, only those cases for which data are entered in both the information gathering stage and final decision stage for each activity are used. Thus, in cases where the questionnaire was not completely filled out, the data were dropped from the analysis. In this analysis, differences in the means between the amount of information gathered by children and the amount of the final decision attributed to them are tested.

As seen in Table 4.18, a significant difference is found between the percentage of information gathered by children regarding their participation in organized sports and the percentage of the final decision attributed to them. The mean difference between the two stages is -18.54 , with $t=-5.839$ and $p=.000$. Children are more influential on the final decision stage (43.57\%) than on the information gathering stage (25.02\%) for their own participation in organized sports (see Table 4.18).
Table 4.18
Differences in Influence of Children Between the Information Gathering and Final
Decision Stages for Organized Sports ( $N=180$ )
Decision Stages for Organized Sports $\quad(N=180)$

|  |  |  | Paired Differences |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Activity | Mean(\%) | SD | Mean | SD | t | Sig. |
| Organized Sports |  |  | -18.54 | 42.61 | -5.839 | .000 |
| $\quad$ Information Gathering | 25.02 | 34.96 |  |  |  |  |
| $\quad$ Final Decision | 43.57 | 35.55 |  |  |  |  |

There is a significant difference between children'sinfluence on the information gathering and final decisionstages for individual sports or other activity at the $\mathrm{p}=.000$level. The mean differences between the two stages is-25.77 with a t value=-9.446. Children gather, on average,$11.75 \%$ of the information for their own participation inorganized sports and have $37.53 \%$ of the final decisionattributed to them (see Table 4.19).
Table 4.19
Differences in Influence of Children Between the Information Gathering and Final
Decision Stages for Individual Sports or Other Activities ( $\mathrm{N}=194$ )

|  |  | Paired Differences |  |  |  |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| Activity | Mean $(\%)$ | SD | Mean | SD | t | Sig. |
| Individual Sport/Other Activity |  | -25.77 | 38.00 | -9.446 | .000 |  |
| $\quad$ Information Gathering | 11.75 | 23.15 |  |  |  |  |
| $\quad$ Final Decision | 37.53 | 33.37 |  |  |  |  |

Children have significantly more influence on the final decision that the information gathering stage for their own participation in summer camp as can be seen in Table 4.20. The mean difference between the two stages is -16.82 with a t value $=-5.345$ at the $\mathrm{p}=.000$ level. Children have $33.53 \%$ of the final decision attributed to them as compared to $16.71 \%$ of the information gathered.
Table 4.20
Differences in Influence of Children Between the Information Gathering and Final
Decision Stages for Summer Camp ( $\mathrm{N}=132$ )

| Activity | Mean (\%) | SD | Paired Differences |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Mean | SD | t | Sig. |
| Summer Camp |  |  | -16.82 | 36.15 | $-5.345$ | . 000 |
| Information Gathering | 16.71 | 28.77 |  |  |  |  |
| Final Decision | 33.53 | 29.56 |  |  |  |  |

Overall, these findings reaffirm what has been found in previous research. Children's influence during the information gathering stage is lower than their influence during the final decision stage. This is due, in part, to the fact that mothers as primary caregivers gather more information regarding their children's participation in organized recreation activities (Howard \& Madrigal, 1990). Moreover, previous studies have found that children are more involved in the final decision stage for products that they consume (Beatty \& Talpade, 1994; Foxman \& Tansuhaj, 1998).

## Hypothesis Five

The fifth hypothesis developed for this study was that a child's influence in the family decision-making process is positively related to a child's financial resources.

Financial resources are defined as those monies that children have that they can spend more or less as they choose. Such resources include allowances, gifts of money, money earned doing odd jobs and childcare, etc. Pearson zero-order correlations are computed to describe the strength of the relationships between children's income across the information gathering and final decision stages for each activity.

In the social sciences, a correlation between two variables, holding all other intervening variables constant,
is considered strong when it is above .25 (Agresti \& Finley, 1997). There is a strong correlation between information gathered by children and the percentage of the final decision attributed to them ( $\underline{r}=.261, \underline{p}<.001$ ) (see Table 4.21). In addition, there is a significant correlation between information gathered by children and children's income ( $\underline{r}=.237, \underline{p}<.01$ ). There is a positive, but insignificant, correlation between the percentage of the final decision attributed to children and children's income ( $\underline{r}=.089$ ).

Table 4.21
Children's Income and its Relationship to Children's
Influence on the Information Gathering and Final Decision
Stages for Organized Sports $\quad(N=169)$

Variables | $X_{1}$ | $X_{2}$ | $X_{3}$ |
| :--- | :--- | :--- | :--- |

$\mathrm{X}_{1}$ Information Gathering
$X_{2}$ Final Decision .261**
$X_{3}$ Child's Income .237* . 089
Note: ${ }^{* * p<.001 ; ~ * p<.01 ; ~} \mathrm{DF}=167$. Listwise deletions were used in
computing the zero-order correlations.

Children's income is highly correlated with the
percentage of information gathered for their own
participation in individual sports or other activities. The correlation has a $\underline{r}=.234$, which is significant at $\mathrm{p}<.001$ level (see Table 4.22). Moreover, there is a positive, but insignificant, relationship between children's influence on the information gathering and final decision stages for individual sports or other activities ( $\underline{r}=.129$ ). Additionally, there is a negative, but not significant, relationship between the percentage of the final decision attributed to children and children's income ( $\underline{r}=-.005$ ).

Table 4.22
Children's Income and its Relationship to Children's
Influence on the Information Gathering and Final Decision
Stages for Individual Sport or Other Activity ( $\mathrm{N}=183$ )

Variables | $\mathrm{X}_{1}$ | $\mathrm{X}_{2}$ | $\mathrm{X}_{3}$ |
| :--- | :--- | :--- | :--- |

$\mathrm{X}_{1}$ Information Gathering
$X_{2}$ Final Decision . 129
$\mathrm{X}_{3}$ Child's Income .234* -. 055

Note: *p<.001; DF=181. Listwise deletions were used in computing the zero-order correlations.

There is a positive, and significant, relationship
between the percentage of information gathered by children for summer camp and children's income ( $\underline{x}=.271, \underline{p}<.01$ ) (see

Table 4.23). Also, there is a positive and significant, relationship between the information gathered by children and the percentage of the final decision attributed to them (r=.209, $\mathrm{p}<.05$ ). There is a negative, but insignificant relationship between children's income and the percentage of the final decision attributed to them ( $\underline{r}=-.004$ ).

Table 4.23
Children's Income and its Relationship to Children's Influence on the Information Gathering and Final Decision

Stages for Summer Camp ( $\mathrm{N}=121$ )
Variables $\quad \mathrm{X}_{1} \quad \mathrm{X}_{2} \quad \mathrm{X}_{3}$
$\mathrm{X}_{1}$ Information Gathering
$X_{2}$ Final Decision .209*
$X_{3}$ Child's Income .271** -. 004
Note: **p<.01; *p<.05; DF=119. Listwise deletions were used in computing the zero-order correlations.

For all three activities, there are significant correlations between the amount of information gathered by children and their personal income. However, there are no significant differences between children's income and their involvement in the final decision. This result did not
follow what had been found in previous studies by Beatty and Talpade (1994), Eoxman et al. (1989) and Moschis and Mitchell (1986).

## Regression Analysis

Multiple regression is used to determine the impact of several variables on the amount of influence children have on the information gathering and final decision stages for each activity. To use multiple regression, the following assumptions must be met: (1) linearity of the phenomenon measured; (2) constant variance of the error terms; (3) independence of the error terms; and, (4) normality of the error term distribution (Hair, Anderson, Tatham, \& Black, 1998). Variables in the multiple regression models are age, birth order, who initiated the idea, how much information is gathered by children, motivation, children's income and social class. Social class is measured using either total household income or education level of parents depending on the activity.

The basic multiple regression equation is as follows:

$$
Y=\alpha+\beta_{1} X_{1}+\beta_{2} X_{2}+\cdots \cdot+\beta_{k} x_{k}
$$

In this study, the dependent and independent variables include the following:

```
\(Y=\) dependent variable(s)
    \(Y_{1}=\) Information Gathered by Children
    \(Y_{2}=\) Final Decision Attributed to Children
\(X_{k}=\) independent variables
    \(\mathrm{X}_{1}=\) Initiated Idea
    \(X_{2}=\) Motivation
    \(X_{3}=\) Age
    \(X_{4}=\) Birth Order
    \(\mathrm{X}_{\mathrm{a}}=\) Parent's Education
    \(X_{5 b}=\) Household Income
    \(\mathrm{X}_{6}=\) Child's Income
    \(X_{7}=\) Information Gathered by Children
```

Age is used to determine the child's cognitive development. It was hypothesized that older children would have greater influence in their own organized recreation activity participation than younger children. Brown and Mann (1989) and Darley and Lim (1986) found a positive relationship between age of adolescents and level of involvement in family decisions. Birth order is used because previous research has shown that first-borns are more involved in family decision-making than later-borns. This is due, in part, to the fact that first-borns and parents engage in interactions that are more continuous and intense than those with later-borns (Baranowski, 1978). Foxman et al. (1989) and Moschis and Mitchell (1986) found that a child's income has a positive relationship to products purchased by adolescents.

In consumer socialization of children, there are agent-learner relationships (refer to Figure 1.1). These relationships are measured by determining who initiated the idea, what percentage of information gathered was attributed to children and motivation. Initiation of idea is measured using a dummy variable $(0,1)$ where " 1 " represented a child initiating the idea and "0" represented someone else initiating the idea. How much information that was gathered by a child is measured by the percentage assigned to a child in the information gathering stage. Motivation is used because the criterion "level of interest" has a mean of 3.88 on a 4.0 scale when parents/guardians were asked how important a list of criteria are in their decision to allow their children to participate in any organized recreation activity. Motivation is measured using an index. In the questionnaire, three questions were related to motivation for each activity. They were:

1. My daughter participated in this activity because she wanted to.
2. My daughter participated in this activity because I wanted her to.
3. My daughter participated in this activity because we both wanted her to.

The questions are rank ordered in order of how motivated the child is in participating in the activity. A


#### Abstract

child participating in an activity because "she wanted to" is assigned a " 3 ", followed by "we both want her to" is assigned a " 2 ", and "I wanted her to" is assigned a " 1 ". Respondents were asked to state if they agreed with, were neutral, or disagreed with each statement. Agreed is assigned a "1", neutral is assigned a "0", and disagree is assigned a "-1". Thus, creating an index from -6 to 6 whereas -6 means the respondent disagreed with all three statements and 6 means the respondent agreed with all three statements.


## Organized Sports

## Information Gathered by Children

The first step in completing each multiple regression model was to create a Pearson zero-order correlation matrix. The zero-order correlation matrix of independent variables With information gathered by children for organized sports is presented in Table 4.24. The variables found to be most COrrelated with information gathered by children for ORganized sports are initiated idea ( $\underline{r}=.442, \underline{p}<.001$ ), age ( $\underline{z}=.441, \mathrm{p}<.001$ ) and child's income ( $\underline{r}=.231, \mathrm{p}<.01$ ). $V$ ariables with much lower correlations are motivation ( $\underline{z}=.081$ ) and birth order ( $\underline{r}=.016$ ). The only variable with a negative correlation with information gathered is parent's education ( $\underline{r}=-.045$ ), but its correlation is quite low.
Table 4.24
Table 4.24
Zero-Order Correlation Matrix of Independent Variables with Information Gathered by
Children for organized Sports

|  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Variables |  |  |  |  |

Predictor Variables

## $X_{1}$ Initiated Idea

## $\mathrm{X}_{2}$ Motivation

## $x_{3}$ Age

## $X_{4}$ Birth Order

.073
$-.156$
.139

$$
.086
$$

-.067
-.053
.053
-.001
.

[^1]Regression analysis is completed to test the independent variables' influence on the percentage of information gathered by children for organized sports. The enter-method is used to complete the analyses. By using this method, all variables in the block are entered into the equation as a group. A linear regression model that has a significant $E$ value shows that there is a linear relationship between the dependent variable and the independent variables. In addition, a variable with a beta weight that has a significant $t$ statistic associated with it indicates that the coefficient for the variable is not zero (Norusis, 1997). Thus, the independent variable does explain some of the variance in the dependent variable. The collinearity tolerance level is presented in each table. It tests to see how much each independent variable is explained by other independent variables. Tolerance is the amount of variability of the selected independent Variable not explained by the other independent variables (Hair, et al., 1998). Thus, high tolerance values denote ユow multicollinearity. In this study, a tolerance value of - 7 O is considered acceptable which is consistent with the acceptable level for the social sciences.

From this point forward beta weights will be presented by using B. Age has a $\underline{B}$ of .311 ( $\mathrm{p}<.001$ ) and initiation of
$i d e a$ has $a \underline{B}$ of .302 ( $p<.001$ ), indicating that age and ir in tiation of idea have positive and significant impacts on amount of information gathered by children. Child's income, $\underline{B}=-090$, motivation, $\underline{B}=.088$ and birth order, $\underline{B}=.042$, have $P \bigcirc S$ itive, but insignificant impacts on the information gathered by children. Parent's education, $B=-.013$, has a
 irformation gathered by children for organized sports. These independent variables have a linear relationship ( $\mathbf{E}=10.586, \mathrm{p}<.001$ ). The adjusted $\mathrm{R}^{2}$ indicates the Proportion of the variance of the dependent variable accounted for by the independent variables (Pedhazur, 1982).

Just over $27 \%$ of the variance in information gathered by Children is explained by the independent variables (see Table 4.25). In spite of this, that leaves $73 \%$ of the variance to be explained by other factors (see Table 4.25).
ras 1e 4.25
$R \sum$ Rression Analysis for Children's Influence on the In Formation Gathering Stage of Organized Sports ( $\mathrm{N}=154$ )

| Variables |  | Beta <br> Weight | T Value | Significance of Tabled T | Collinearity <br> Tolerance |
| :---: | :---: | :---: | :---: | :---: | :---: |
| $x_{1}$ | Initiated |  |  |  |  |
|  | Idea | . 302 | 3.950 | . 000 | . 810 |
| $x_{2}$ | Motivation | . 088 | 1.265 | . 208 | . 970 |
| $x_{3}$ | Age | . 311 | 3.927 | . 000 | . 753 |
| $x_{4}$ | Birth Order | . 042 | . 603 | . 603 | . 956 |
| $X_{\text {sa }}$ Parent's |  |  |  |  |  |
| $\mathrm{X}_{6}$ | Education | -. 013 | -. 013 | -. 183 | . 950 |
|  | Child's |  |  |  |  |
|  | Income | . 090 | 1.226 | . 222 | . 880 |

Final Decision
The zero-order correlation matrix of independent
$v \equiv$ I iables with the percentage of the final decision assigned tochildren for organized sports is presented in Table 4.26. Tトе variables found to be most correlated with the $p e x c e n t a g e$ of the final decision assigned to children for O I ganized sports are age ( $\underline{r}=.306, \underline{p}<.001$ ), information gathered (́=.263, $\underline{p}<.001$ ), and initiation of idea ( $\underline{r}=.255$, P<-O1). Variables with insignificant positive correlations On the percentage of the final decision assigned to children are child's income ( $\underline{r}=.073$ ) and parent's education ( $\underline{r}=.040$ ). Variables that have insignificant negative correlations with the percentage of the final decision assigned to children are birth order ( $\underline{r}=-.132$ ) and motivation ( $\underline{r}=-.012$ ).
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Table 4.26

| Table 4.26 |
| :--- |
| Zero-Order Correlation Matrix of Independent Variables with Final Decision made by |
| Children for Organized Sports |

Predictor Variables
$\mathrm{X}_{1}$ Initiated Idea
$X_{2}$ Motivation
.077
$.382 * *$
-.055
-.064
-.118
-.015
.087
.329*** -.056
.087
-.053

| Y Final Decision | $.255^{*}-.012$ | $.306 * * *$ | -.132 | .040 | .073 |
| :--- | :--- | :--- | :--- | :--- | :--- |
| Note. ${ }^{* *} \mathrm{P}<.001 ;{ }^{*} \mathrm{p}<.01 ; \mathrm{DF}=159$. Listwise deletions were used in computing the zero-order correlations. |  |  |  |  |  |

Regression analysis is completed to test the
independent variables' influence on the percentage of the E inal decision assigned to children for organized sports. $A \otimes$ has $a \underline{B}$ of .188 ( $p<.05$ ), indicating that age has a $P \infty S$ itive and significant impact on percentage of the final decision assigned to children. Initiation of idea, $\underline{B}=.159$, in Eormation gathered, $\underline{B}=.128$, and parent's education, $\underline{B}=$ - 073, have positive, but statistically insignificant impacts on the percentage of the final decision assigned to Children.

Birth order, $\underline{B}=-.120$, child's income, $\underline{B}=-.054$, and motivation, $B=-.045$, had negative and insignificant impacts determining the percentage of the final decision assigned to Children. The $E$ value is 3.353 and is significant at the $p<. O 1$ level, thus indicating a linear relationship between the independent variables. Eleven percent of the variance in the percentage of the final decision assigned to children is explained by the independent variables. That leaves $89 \%$ OE the variance to be explained by other factors (see Table 4.27).
$r \equiv 1$ ユe 4.27
$R \Longleftarrow$ ression Analysis for Children's Influence on the Final
$D \Longleftarrow \subset$ ision Stage of Organized Sports $(N=154)$

Vemiables |  | Beta | Significance Collinearity |
| :---: | :---: | :---: |

$\boldsymbol{X}_{\text {I }}$ Initiated

|  | Idea | . 159 | 1.768 | . 079 | . 736 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| $x_{2}$ | Motivation | -. 045 | -. 569 | . 570 | . 964 |
| $\mathrm{X}_{3}$ | Age | . 188 | 2.000 | . 047 | . 672 |
| $\mathrm{X}_{4}$ | Birth Order | -. 120 | -1.523 | . 130 | . 957 |
| $\mathrm{X}_{5 a}$ | Parent's |  |  |  |  |
|  | Education | . 073 | . 917 | . 361 | . 948 |
| $\mathrm{x}_{6}$ | Child's |  |  |  |  |
|  | Income | -. 054 | -. 658 | . 512 | . 873 |
| $\mathrm{X}_{7}$ | Information |  |  |  |  |
|  | Gathered | . 128 | 1.382 | . 169 | . 696 |

## Individual Sports or Other Activities

## Information Gathered by Children

The zero－order correlation matrix of independent
$v \equiv$ 工iables with information gathered by children for
之 1 Qividual sports／other activities is presented in Table 4 －28．The variables found to be most correlated with the am＠ount of information gathered by children for individual

Sports are age（ $\underline{r}=.435, \mathrm{p}<.001$ ），initiation of idea（ $\underline{r}=.362$ ，
$\mathrm{e}<$－001），and child＇s income（ $\underline{r}=.270$ ， $\mathrm{p}<.001$ ）．Birth order （工 $工=.067$ ）has an insignificant positive correlation． Parent＇s education（ $\underline{r}=-.128$ ）and motivation（ $\underline{r}=-.042$ ）have insignificant negative correlations with information gathered for individual sports or other activities by children．
Table 4.28
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| Zero-Order Correlation Matrix of Independent Variables with Information Gathered by |
| :--- |
| Children for Individual Sports or Other Activities |
| Variables |

Predictor Variables
$\mathrm{X}_{1}$ Initiated Idea
$\mathrm{X}_{2}$ Motivation


#### Abstract

$x^{2}$


## $X_{4}$ Birth Order

## $X_{5 a}$ Parent's Education

.010 .015
$-.006$
$\mathrm{Y}\left(\mathrm{X}_{7}\right)$ Information Gathered $.362 * *-.042 \quad .435^{* *} .067-.128 \quad .270$ **
Note. ${ }^{* *} \mathrm{p}<.001$; ${ }^{*} \mathrm{p}<.01$; $\mathrm{DF}=166$. Listwise deletions were used in computing the zero-order correlations.

Regression analysis is completed to test the influence
$\rightarrow$ independent variables' influence on the percentage of
in Formation gathered by children for individual sports or
otlser activities. Age has a B of . 388 ( $\mathrm{p}<.001$ ), initiation
OF idea has a $\underline{B}$ of .287 ( $\mathrm{p}<.001$ ), and child's income has a $\underline{B}$
© $\mathcal{E} .212(\mathrm{p}=.001)$ indicating that age, initiation of idea,
ard child's income have positive and significant impacts on exlaining the amount information gathered by children. Mot ivation $\underline{B}=.099$ and birth order $\underline{B}=.070$, have positive but insignificant impacts on the information gathered by chilldren.

Parent's education has a negative ( $\underline{B}=-.199$ ) and
significant impact ( $\mathrm{p}<.01$ ) on the explaining the amount of information gathered by children. The model has an $E$ value OE 14.820, which is significant at the $\mathrm{p}<.001$ level, thus indicating a relationship between the independent variables. Thirty-three percent of the variance in information gathered by children for individual sports or other activities is explained by the set of independent variables. Nevertheless, that leaves $67 \%$ of the variance to be explained by other factors (see Table 4.29).
$r \equiv 1$ e 4.29
$R \Longleftarrow$ ression Analysis for Children's Influence on Information $G \Rightarrow$ hering Stage for Individual Sport or Other Activity $\mathbf{( N = 1 6 7 )}$

| Variables |  | Beta <br> Weight | T Value | Significance of Tabled T | Coliinearity <br> Tolerance |
| :---: | :---: | :---: | :---: | :---: | :---: |
| $x_{1}$ | Initiated |  |  |  |  |
|  | Idea | . 287 | 4.421 | . 000 | . 952 |
| $x_{2}$ | Motivation | . 099 | 1.497 | . 136 | . 913 |
| $x_{3}$ | Age | . 388 | 5.606 | . 000 | . 834 |
| $x_{4}$ | Birth O-der | . 070 | 1.104 | . 271 | . 991 |
| $x_{5}$ | Parent's |  |  |  |  |
|  | Education | -. 199 | $-3.103$ | . 002 | . 974 |
| $x_{6}$ | Child's |  |  |  |  |
|  | Income | . 212 | 3.266 | . 001 | . 951 |

## Final Decision

The zero-order correlation matrix of independent
$v \equiv$ 工iables with the percentage of the final decision assigned
$t \infty$ children for individual sports or other activities is
PResented in Table 4.30. The only variable that is
S i gnificantly correlated with the percentage of the final
deCision assigned to children for individual sports or other
$a \subset$ tivities is who initiated the idea ( $\underline{x}=.252$, $\underline{p}<.001$ ).
Information gathered ( $\underline{r}=.177$ ), age ( $\underline{r}=.140$ ), motivation
( $\underline{I}=.086$ ), and parents education ( $\underline{x}=.078$ ) have insignificant
positive correlations with the percentage of the final
decision assigned to children. Child's income ( $\underline{r}=-.068$ ) and
birth order ( $\underline{r}=-.009$ ) have insignificant negative
COIrelations with the percentage of the final decision
assigned to children.
Table 4.30
Zero-Order Correlation Matrix of Independent Variables with Final Decision made by

| Variables | Predictors |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\mathrm{X}_{1}$ | $\mathrm{X}_{2}$ | $\mathrm{X}_{3}$ | $\mathrm{X}_{4}$ | $\mathrm{X}_{5}$ | $\mathrm{X}_{6}$ | $\mathrm{X}_{7}$ |
| Predictor Variables |  |  |  |  |  |  |  |
| $\mathrm{X}_{1}$ Initiated Idea |  |  |  |  |  |  |  |
| $\mathrm{X}_{2}$ Motivation | -. 118 |  |  |  |  |  |  |
| $\mathrm{X}_{3}$ Age | . 188 * | -. 299* |  |  |  |  |  |
| $\mathrm{X}_{4}$ Birth Order | . 000 | . 001 | -. 014 |  |  |  |  |
| $X_{5 a}$ Parent's Education | . 016 | . 004 | . 138 | -. 039 |  |  |  |
| $\mathrm{X}_{6}$ Child's Income | . 018 | -. 005 | . 200 * | -. 078 | . 081 |  |  |
| $\mathrm{X}_{7}$ Information Gathered | . 357 * | -. 043 | . $435^{*}$ | . 075 | -. 128 | . 267 * |  |
| Dependent Variable |  |  |  |  |  |  |  |
| Y Final Decision | . 252 * | . 086 | . 140 | -. 009 | . 078 | -. 068 | .177 |

Note. ${ }^{* *} \mathrm{p}<.001$; $\mathrm{DF}=160$. Listwise deletions were used in computing the zero-order correlations.

Regression analysis is completed to test the
i工 Gependent variables' influence on the percentage of the E $\overline{\mathbf{\Sigma}}$ ral decision assigned to children for individual sports or

Ot Fer activities. As can be seen in Table 4.31, initiation $\infty$ F idea has $a$ B of .212 ( $\mathrm{p}<.05$ ), indicating that initiation $0 \mathcal{F}$ idea has a positive and significant impact on percentage O $F$ the final decision assigned to children. Motivation, $B=-149$, age, $\underline{B}=.113$, information gathering, $B=.106$, and Parent's education, $\underline{B}=.081$, have positive, but insignificant impacts on the percentage of the final decision assigned to Children.

Child's income, $\underline{B}=-.130$, and birth order, $\underline{B}=-.023$ have negative and insignificant impacts on the percentage of the Einal decision assigned to children. This model has a $\underline{F}$ value of 2.890, which is significant at the $p<.01$ level, thus indicating a relationship between the independent variables. Nevertheless, only $7.6 \%$ of the variance in the Percentage of the final decision assigned to children is explained by the independent variables. That leaves nearly 93\% of the variance to be explained by other factors.

Table 4.31
Regression Analysis for Children's Influence on the Final
Decision Stage of Individual Sport or Other Activity ( $\mathrm{N}=163$ )


## Summer Camp

## Information Gathered by Children

The zero-order correlation matrix of independent variables with information gathered by children for summer camp is presented in Table 4.32. The variables most correlated with information gathered by children for summer camp are initiation of idea ( $\underline{r}=.335$, $\underline{p}<.001$ ), age ( $\underline{r}=.264$, $\mathrm{p}<.01$ ), and household income ( $\underline{r}=.236, \underline{p}<.05$ ). Birth order ( $\underline{r}=.174$ ) and child's income ( $\underline{r}=.139$ ) have insignificant positive correlations. Motivation ( $\underline{r}=-.042$ ) has an insignificant negative correlation.
Table 4.32
Zero-Order Correlation Matrix of Independent Variables with Information Gathered by

| Children for Summer Camp |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Predictors |  |  |  |  |  |
| Variables | $\mathrm{X}_{1}$ | $\mathrm{X}_{2}$ | $\mathrm{X}_{3}$ | $\mathrm{X}_{4}$ | $\mathrm{X}_{5}$ | $\mathrm{X}_{6}$ |
| Predictor Variables |  |  |  |  |  |  |
| $\mathrm{X}_{1}$ Initiated Idea |  |  |  |  |  |  |
| $\mathrm{X}_{2}$ Motivation | $-.170$ |  |  |  |  |  |
| $\mathrm{X}_{3}$ Age | . 294 *** | -. 168 |  |  |  |  |
| $X_{4}$ Birth Order | .138 | $-.107$ | $-.053$ |  |  |  |
| $X_{5 b}$ Household Income | . 055 | -. 196 | . 057 | .156 |  |  |
| $\mathrm{X}_{6}$ Child's Income | .145 | -. 027 | .170 | $-.133$ | .173 |  |
| Dependent Variable |  |  |  |  |  |  |
| Y $\left(X_{7}\right)$ Information Gathered | . $335^{\star}$ ** | -. 106 | . 264 ** | .174 | . 236 * | .139 |

[^2]Regression analysis is completed to test the independent variables' influence on the percentage of information gathered by children for summer camp. Initiation of idea had the only significant $\underline{B}$ of .248 ( $p<.05$ ), as can be seen in Table 4.33. All of the other variables have a positive, but insignificant impact on the percentage of information gathered by children. Household income has a $\underline{B}$ of .185 ( $p=.071$ ), age has a $B$ of .180 ( $p=.084$ ), birth order has a $\underline{B}$ of $.130(\underline{p}=.200)$, child's income has a $\underline{B}$ of .058 ( $p=.565$ ), and motivation has a $B$ of .017 ( $p=.863$ ). The independent variables have a relationship ( $E=3.654, p<.01$ ) and explain $14.8 \%$ of the variance of information gathered by children regarding participation in summer camp.

Table 4.33
Regression Analysis for Children's Influence on the
Information Gathering Stage for Summer Camp ( $\mathrm{N}=92$ )


## Final Decision

The zero-order correlation matrix of independent Variables with the percentage of the final decision assigned to children for summer camp is presented in Table 4.34. Motivation ( $\underline{r}=.321$, $\underline{p}<.05$ ), household income ( $\underline{r}=.268$, P<.O5), and age ( $\underline{r}=.219, \underline{p}<.01$ ) are significantly and positively correlated with the percentage of the final decision assigned to children for summer camp. Information gathering ( $\underline{x}=.165$ ), birth order ( $\underline{r}=.156$ ), and initiation of idea $\underline{r}=.155$ ) have insignificant and positive correlations with the percentage of the final decision assigned to Children. Child's income ( $\underline{r}=-.026$ ) has an insignificant negative correlation with the percentage of the final decision assigned to children.
Table 4.34
Zero-Order Correlation Matrix of Independent Variables with Final Decision for Summer

|  | Predictors |  |  |  |  |  |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Variables | $\mathrm{X}_{1}$ | $\mathrm{X}_{2}$ | $\mathrm{X}_{3}$ | $\mathrm{X}_{4}$ | $\mathrm{X}_{5}$ | $\mathrm{X}_{6}$ | $\mathrm{X}_{7}$ |

Predictor Variables
$\mathrm{X}_{1}$ Initiated Idea
$\mathrm{X}_{2}$ Motivation
$x_{3}$ Age
$X_{4}$ Birth Order
$x_{5 b}$ Household Income
$X_{6}$ Child's Income .145
X , Information Gathered . $372^{* * *}$ Dependent Variable
Y Final Decision
Note. ${ }^{* * *} \mathrm{p},<.001{ }^{* *} \mathrm{p}<.01 ;{ }^{*} \mathrm{p}<.05 ; \mathrm{DF}=159$. Listwise deletions were used in computing the zero-order
correlations.

Regression analysis is completed to test the
ir dependent variables' influence on the percentage of the Eirral decision assigned to children for summer camp.

Household income has a $B$ of .223 ( $\mathrm{p}<.05$ ) indicating that
household income has a positive and significant impact on explaining the percentage of the final decision assigned to Children (see Table 4.35). Age, $\underline{B}=.176$, birth order, $B=.110$, initiation of idea, $\underline{B}=.042$, and information gathering, $\underline{B}=.018$, have positive, but statistically insignificant impacts on the percentage of the final decision assigned to children.

Motivation, $\underline{B}=-.240, \underline{p}<.05$, has a negative and Significant impact on the percentage of the final decision assigned to children. Child's income, $\underline{B}=-.086$, has a negative and insignificant impact on the percentage of the final decision assigned to children. The $E$ value is 2.785 and is significant at the $\mathrm{p}<.05$ level, indicating a relationship between the independent variables. Thirteen percent of the variance in percentage of the final decision assigned to children is explained by the independent variables. That leaves $87 \%$ of the variance to be explained by other factors.

Table 4.35
Regression Analysis for Children's Influence on Final
Decision Stage of Summer Camp ( $\mathrm{N}=83$ )

| Variable | Beta <br> Weight | T Value | Significance of Tabled T | Collinearity <br> Tolerance |
| :---: | :---: | :---: | :---: | :---: |
| $\mathbf{X}_{1}$ Initiated |  |  |  |  |
| Idea | . 042 | . 360 | . 720 | . 763 |
| $\mathbf{X}_{2}$ Motivation | -. 240 | -2.259 | . 027 | . 926 |
| $\mathrm{X}_{3}$ Age | . 176 | 1.553 | . 125 | . 819 |
| $\mathrm{X}_{4}$ Birth Order | . 110 | 1.034 | . 304 | . 918 |
| $\mathrm{X}_{5 \mathrm{~b}}$ Household |  |  |  |  |
| Income | . 223 | 2.048 | . 044 | . 883 |
| $\mathrm{X}_{6}$ Child's |  |  |  |  |
| Income | -. 086 | -. 795 | . 429 | . 905 |
| $\mathrm{X}_{7}$ Information |  |  |  |  |
| Gathered | . 018 | . 152 | . 880 | . 769 |

Zero-order correlations for each regression model are presented in Table 4.36. Multicollinearity is not a problem in any of the correlation matrixes. Therefore, the variables in each model are independent of each other. There are six regression models. They are identified as follows:
$R_{1}$-Children's influence on the information gathering stage for organized sports.
$R_{2}$-Children's influence on the final decision stage for organized sports.
$R_{3}$-Children's influence on the information gathering stage for individual sports or other activities.
$R_{4}$-Children's influence on the final decision stage for individual sports or other activities.
$R_{5}$-Children's influence on the information gathering stage for summer camp.
$\mathrm{R}_{6}$-Children's influence on the final decision stage for summer camp.

Who initiated the idea is significantly correlated with the dependent variable for five of six regression models. This variable was coded as a dummy variable. Thus, if children initiated the idea of participating in the recreation activity, they are more involved in the decision process. This reaffirms what is found in the previous Studies in that children are more involved in the decision process for products that they consume.
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Table 4.36
Summary of Zero-Order Correlation Matrixes for all Regression Models

| Variables | Organized Sports |  |  |  | Summer Camp |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\mathrm{R}_{1}$ | $\mathrm{R}_{2}$ | $\mathrm{R}_{3}$ | $\mathrm{R}_{4}$ | $\mathrm{R}_{5}$ | $\mathrm{R}_{6}$ |
| $\mathrm{X}_{1}$ Initiated Idea | . 442 * | . 255 * | . 362 * | . 252 * | . 335 * | . 155 |
| $\mathrm{X}_{2}$ Motivation | . 081 | -. 012 | -. 041 | . 086 | -. 106 | . 321 * |
| $\mathrm{X}_{3}$ Age | . 441 * | . 306 * | . 435* | . 140 | . 264 * | .219* |
| X 4 Birth Order | . 016 | -. 132 | . 067 | -. 009 | . 174 | . 156 |
| $\mathrm{X}_{5 \mathrm{a}}$ Parent's Education | -. 045 | . 040 | -. 128 | . 078 | --- | --- |
| $\mathrm{X}_{5 \mathrm{~b}}$ Household Income | --- | --- | --- | --- | . 236 * | . 268 * |
| $\mathrm{X}_{6}$ Child's Income | . 231 * | . 073 | . 270* | -. 068 | . 139 | . 026 |
| $\mathrm{X}_{7}$ Information Gathered | --- | .263* | --- | . 177 | --- | . 165 |

Note. *p<.05. Dashes(-) appear in places where the variable is not used in the regression equation.

Also, age is significantly correlated with the dependent variable in five of six regression models. Previous research has found a strong link between age of children and their level of involvement in the decision process in that as children get older they are more involved in the decision process.

The amount of information gathered does not play a significant role in the percentage of the final decision attributed to children for any of the activities. The information gathering and final decision stages appear to be independent of each other. This finding does not follow the logic of the decision-making process in that the expectation is that the three stages of the decision process are interrelated.

Moreover, age is highly correlated in the information gathering stage for all three activities and the final decision for two of three activities. However, the correlations are reduced for the final decision stage. Thus, age appears to lose its effectiveness in the final decision stage.

Additionally, it was hypothesized that children's income would be highly correlated with the percentage of the
final decision attributed to them. In this study, children's income has a very weak correlation, whether positive or negative, across the three activities. This may have been due, in part, to the young age of the sample. The average age of children in this study is 9.29 years.

All six regression models are significant at the . 05
level. However, the variables in the models explain more of the percentage of information gathered by children than the percentage of the final decision attributed to children. This finding was different from what was expected (see Table 4.37).
Table 4.37
Summary of Beta Weights for all Regressions Models

| Variables | Organized Sports |  | Individual Sport/ Other Activity |  | Summer Camp |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\mathrm{R}_{1}$ | $\mathrm{R}_{2}$ | $\mathrm{R}_{3}$ | $\mathrm{R}_{4}$ | $\mathrm{R}_{5}$ | $\mathrm{R}_{6}$ |
| $\mathrm{X}_{1}$ Initiated Idea | . 302 | . 159 | . 287 * | . 212 * | . 248 | . 042 |
| $\mathrm{X}_{2}$ Motivation | . 088 | -. 045 | . 099 | . 149 | . 017 | -. 240 * |
| $\mathrm{X}_{3}$ Age | . 311 * | . 188 * | . 388 * | . 113 | . 180 | .176 |
| $\mathrm{X}_{4}$ Birth Order | . 042 | -. 120 | . 070 | -. 023 | . 130 | . 110 |
| $\mathrm{X}_{50}$ Parent's Education | -. 013 | . 073 | -. 199* | . 081 | -- | --- |
| $\mathrm{X}_{50}$ Household Income | --- | --- | --- | --- | . 185 | . 223 * |
| $\mathrm{X}_{6}$ Child's Income | . 090 | -. 054 | . 212 | -. 130 | . 058 | -. 086 |
| X, Information Gathered | - | . 128 | --- | . 106 | --- | . 018 |
| Adjusted $\mathrm{R}^{2}$ | . 272 * | .106* | . 332 * | . 076 * | . $148{ }^{*}$ | .131* |

Note. *p<.05; Regressions $R_{1}, R_{3}$, and $R_{5}$ are models for the information gathering stage for each activity. Regressions $R_{2}, R_{4}$, and $R_{6}$ are models for the final decision stage for each activity. Dashes (-) appear in places where the variable is not used in the regression equation.

The expectation was that if the consumer socialization model was used that the percentage of influence of the child On the final decision stage of the decision process would be better explained. Using the consumer socialization model, Variables in the study included peer influence, influence of Eamily members outside of the household and influence of Coachs/instructors. However, respondents assigned minimal influence to members in each of these groups. It appears that recreation decision-making for children is not parallel to decision-making related to goods consumed by children. Thus a modification of the consumer socialization model was made (see Figure 4.1).
Outcomes

Figure 4.1. A modified model of consumer socialization.

## Importance of Selected Criteria

Respondents are asked to rate how important a list of ㄱ 7 selected criteria are to them in making decisions工egarding their children's participation in any recreation activities. A four-point scale with 1 being "not important" and 4 being "very important" is used. Health and safety of a child received the highest mean rating (3.93), followed by level of interest of child (3.88), and information provided by sponsor (3.41). Previous participation in the activity by a parent has the lowest mean rating, 2.18 (see Table 4.38).

Table 4.38
How Important Selected Criteria are in Making Decisions
Regarding Organized Recreation Participation of a Child

|  |  |  |  |  |
| :--- | :---: | :---: | ---: | ---: |
| Criterion | N | Mean | SD | Rank |
|  |  |  |  |  |
| Health/safety of child | 312 | 3.93 | .28 | 1 |
| Child's interest in activity | 311 | 3.88 | .34 | 2 |
| Information provided by organization | 311 | 3.41 | .76 | 3 |
| Flexibility time/dates of activity | 310 | 3.30 | .77 | 4 |
| Age of child | 311 | 3.23 | .89 | 5 |
| Location where activity takes place | 312 | 3.16 | .81 | 6 |
| Sponsor of activity | 311 | 3.11 | .90 | 7 |
| Educational value of activity | 312 | 3.04 | .77 | 8 |
| Length of time of activity | 312 | 3.00 | .82 | 9 |
| Opportunity to develop leadership |  |  |  |  |
| skills | 312 | 2.98 | .88 | 10 |
| Cost of activity | 312 | 2.97 | .84 | 11 |
| Number of activities in which |  |  |  |  |
| child participates | 310 | 2.94 | .97 | 12 |
| Parental time commitment | 311 | 2.92 | .86 | 13 |
| Child's independence | 309 | 2.75 | .93 | 14 |
| Friend(s) participating in activity | 312 | 2.36 | .89 | $\mathrm{~T}-15$ |
| Previous participation in activity | 311 | 2.36 | 1.00 | $\mathrm{~T}-15$ |
| Previous parental participation in |  |  |  |  |
| activity | 307 | 2.18 | 1.07 | 17 |
|  |  |  |  |  |

Scale: $1=$ "not important"; $2=$ " somewhat important"; 3="moderately important"; $4="$ very important".

Moreover, respondents are asked to list the top three criteria, using the list that was presented in Table 4.39, that prevent or discourage their daughters' participation in organized recreation activities. The data were coded to give them a total point value and then were ranked in order of importance.

Total points were calculated using the following formula:
$T P=\left[\left(X_{1} \star 3\right)+\left(X_{2} \star 2\right)+\left(X_{3}\right)\right]$
Total Points $=$ [ (total number of respondents that gave a criterion a number one ranking * 3 ) + (total number of respondents that gave a criterion a number two ranking * 2 ) + (total number of respondents that gave a criterion a number three ranking).

For example, for the criterion AGE, 12 ranked the criterion \#1, 6 ranked the criterion \#2, and 10 ranked the criterion \#3.

$$
58=[(12 * 3)+(6 * 2)+(10)]
$$

The top three criteria that prevent or discourage participation in any recreation activities by children are cost of activity (290 points), child's interest in activity (211 points), and flexibility of times/dates of activity (200 points). Child's independence ranks last with 2 points(see Table 4.39).

Table 4.39
How Important Selected Criteria are in Preventing or
Discouraging Participation of a Child in Organized
Recreation Activities

|  |  |  |  |
| :--- | ---: | ---: | ---: |
| Criterion | N | Total <br> Points | Rank |
|  |  |  |  |
| Cost of activity | 137 | 290 | 1 |
| Child's interest in activity | 96 | 211 | 2 |
| Flexibility time/dates of activity | 143 | 200 | 3 |
| Location where activity takes place | 94 | 178 | 4 |
| Health/safety of child | 63 | 137 | 5 |
| Parental time commitment | 47 | 90 | 6 |
| Length of time of activity | 37 | 68 | 7 |
| Number of activities in which |  |  |  |
| child participates | 36 | 63 | 8 |
| Age of child | 28 | 58 | 9 |
| Sponsor of activity | 28 | 52 | 10 |
| Information provided by organization | 25 | 50 | 11 |
| Previous participation in activity | 17 | 39 | 12 |
| Previous parental participation in activity | 14 | 25 | 13 |
| Friend(s) participating in activity | 14 | 22 | 14 |
| Educational value of activity | 5 | 8 | 15 |
| Opportunity to develop leadership skills | 2 | 5 | 16 |
| Child's independence | 1 | 2 | 17 |
|  |  |  |  |

Furthermore, respondents are asked to list the top three criteria that encourage participation of their children in organized recreation activities. The same formula, as stated above, is used to determine total points for each criterion. The top three criteria are child's interest in activity (229 points), educational value of activity (162 points), and flexibility of times/dates of
activity (118 points). Number of activities in which a child participates at one time and previous participation of parent in activity tied for last with six points each (see Table 4.40).

Table 4.40
How Important Selected Criteria are in Encouraging Participation of a Child in Organized Recreation Activities

| Criterion | N | Total <br> Points | Rank |
| :--- | ---: | ---: | ---: |
|  |  |  |  |
| Child's interest in activity | 199 | 229 | 1 |
| Educational value of activity | 88 | 162 | 2 |
| Flexibility time/dates of activity | 64 | 118 | 3 |
| Opportunity to develop leadership skills | 50 | 92 | 4 |
| Friend(s) participating in activity | 14 | 83 | 5 |
| Health/safety of child | 54 | 78 | 6 |
| Cost of activity | 60 | 76 | 7 |
| Location where activity takes place | 39 | 71 | 8 |
| Sponsor of activity | 36 | 70 | 9 |
| Age of child | 18 | 41 | T-10 |
| Child's independence | 21 | 41 | T-10 |
| Information provided by organization | 19 | 36 | 12 |
| Previous participation in activity | 18 | 30 | 13 |
| Parental time commitment | 16 | 23 | 14 |
| Length of time of activity | 8 | 18 | 15 |
| Number of activities in which |  | 5 | 6 |
| child participates | $\mathrm{T}-16$ |  |  |
| Previous parental participation in activity | 3 | 6 | T-16 |

It was postulated that the length of time of the entire decision process (initiation, information gathering, and final decision) would be longer for summer camp versus organized sports and individual sport or other activities.

Respondents were given the following categories in which to state the length of the entire decision process: (1) less than two weeks; (2) two to four weeks; (3) more than four weeks. One-sample t-tests are used to complete the analysis. The decision process is significantly different at the $\mathrm{p}<.001$ for all three activities. As expected the length of the decision process is longest for summer camp (see Table 4.41).

Table 4.41
Length of Entire Decision Process for Each Activity

| Activity | N | Mean | SD |
| :--- | :---: | :---: | :---: |
| Organized Sports | 191 | $1.16^{*}$ | .45 |
| Individual Sport or <br> Other Activity | 201 | $1.39 *$ | .68 |
| Summer Camp | 149 | $1.63^{*}$ | .73 |

Note. *p<. 001

## Chapter V

## CONCLUSIONS AND IMPLICATIONS

## Limitations

There are limitations associated with any study, including this one. The limitations discussed below are those considered most important in this study. They are:

- Parent/guardian that completes the survey may have different perceptions of influence than the parent/guardian who did not complete the survey.
- Parent/guardian's perception of influence on decision stages may be different than the child's perception of influence.
- Results of the survey cannot be generalized to all girls ranging in age from five to 15 because a convenience sample was used in the study.

First, it would have been beneficial to have both parents fill out the survey independently so tests could have been performed to see if influence as stated by each parent is statistically different. However, due to time and budgetary constraints, this was not possible. Since parents/guardians most involved in their children's organized recreation activities were asked to fill out the survey, hopefully information obtained from one parent/guardian was reflective of both parents in a dual-

Second, since this study dealt with triadic decisionmaking between mothers, fathers, and children, the outcomes of the study would have had more strength if all three groups completed a questionnaire. The decision not to include children in the survey process was based on two conditions. First, budget constraints limited the scope of the study and, second given the young age of some of the children in the study, they may not have been able to articulate how much influence they had in the decision process.

Third, results of this study cannot be generalized to the general population of 5-to-15-years-old girls, but it does shed some light on what role children have in the family decision process for organized recreation activities to the extent that responding parents'/guardians' perceptions are reasonably accurate.

## Conclusions

## Family Members Influence

Mothers were found to be the most influential during the information gathering stage for all three activities. It was not surprising that mothers gathered most of the information because in most households they are considered the primary caregiver. Also, in the cover letter parents and guardians were asked to have the person most involved
with their children's recreation activities fill out the survey. In addition, Howard and Madrigal (1990) found in their study of recreation participation by children that mothers were most influential in the information gathering stage. Moreover, they found that fathers had limited involvement in the entire decision process and that children were only meaningfully involved in the final decision. For the most part, these conclusions were supported by the results of this study.

## Age of Child

It was hypothesized that older children have more influence of the decision process than do younger children. Previous research has shown that there is a positive relationship between age of a child and level of involvement in family decisions (Howard \& Madrigal, 1990; Brown \& Mann, 1989, 1988; Darley \& Lim, 1986; Jenkins, 1979). Children in the oldest age group were found to be much more involved in both the information gathering and final decision stages. They were statistically different than the two younger groups at the $p<.001$ level. Thus, these data reaffirm what has been found in previous studies.

## Single-Parent/Guardian Households versus Dual-Parent

Households
It was hypothesized that children from singleparent/guardian households would be perceived as having more influence on the entire decision process than children from dual-parent households have. Dornbusch et al. (1985) found that adolescents in single-parent families were more involved in decisions concerning themselves than adolescents in dual-parent households. In this study, statistically significant differences were found between children in single-parent/guardian versus dual-parent households only for the amount of information gathered by children for summer camp. In this case, children in dual-parent households gathered more information.

There are three possibilities as to why there is only one significant difference. First, the sample size was small. Second, in this sample, $91 \%$ of children reside in dual-parent households as compared to $72 \%$ nationwide (U.S. Bureau of Census, 1998). Consequently, the sample was homogeneous and did not allow for much variation between the variables. Third, older adolescents 16-to-18-year olds were not a part of this study because of the low participation rate of this group in Girl Scouts. Had this age group been part of the study, there most likely would have been a

## different pattern of influence in the final decision stage. Influence of Children at Different Stages in the

Decision Process
As stated previously, mothers are the primary caregiver
in the majority of households and have been shown to gather statistically significant more information than fathers and children. Moreover, prior research has shown that children have shared in the final decision with their mothers (Beatty et al., 1994; Belch et al.,1985; Foxman et al., 1989, 1988; Jacobs et al., 1993). In this study, children were found to be significantly more involved in the final decision stage for organized sports at the $p<.001$ level than they were in the information gathering stage. Also, they were significantly more involved in the final decision stage for summer camp at the $p<.01$ level than they were in the information gathering stage. Thus, the results of this study reaffirm what has been found in earlier family decision-making research.

However, is using consumer socialization theory the expectation was that children would be much more active in the information gathering stage than results from this study indicate.

## Children's Income

The only difference found in this study that related to

Children's income was that children with personal incomes of $\$ 500$ or more collected significantly more information for organized sports ( $p<.05$ ) than children with personal incomes below $\$ 500$. Had older adolescents been part of the survey, additional differences related to children's income would likely have surfaced. Foxman et al. (1988) and Moschis and Mitchell (1986) found older adolescents' financial resources positively linked to their role in family decision-making. Consumer Socialization

The analysis of the data suggests a modification to the consumer socialization model is necessary. It is assumed that path analysis would be the best method of analysis to use to measure children's influence on the information gathering and final decision stages of the decision process. However, this did not hold true. The amount of influence peers and others (e.g., coaches, instructors, sponsors of activity) have and the motivation for participation in the activity are not directly related to the social structural variables and the age of the child. Thus, regression is the best analytical tool to use.

## Importance of Selected Criteria

The results of this study indicate that health and safety of a child, a child's interest in an activity, and Elexibility of times and dates an activity is offered are
the major concerns parents/guardians have with allowing a child to participate in any organized recreation activity.

## Implications

Mothers gather the majority of information regarding their children's participation in organized recreation activities. Therefore, advertising for organized recreation activities should be aimed at mothers. It should focus on the safety of an activity (e.g., swimming-certified lifeguards on duty), how much supervision will be on hand, and safety of the location in which activity will take place (e.g., YMCA).

Moreover, the ads should state the benefits to a child in participating in an activity. Items to emphasize in the ads should include some of the following list: social relationships that will be developed if the child participates, educational value of an activity, and other skills a child will learn as a result of participating in the activity (e.g., independence, responsibility, cooperation with others).

In addition, because mothers and children are joint decision-makers in the final decision, the advertisements should have some "kid" appeal too. Pictures in the ads are important, especially for young children who cannot read.

Peers and family members outside of the household appear to have little influence on whether children participate in organized recreation activities or not. Thus, it is not necessary to develop advertisements that appeal to these groups.

## Further research

Many questions have been left unanswered by this study. The first step in conducting further research would be to include children's impressions of their own influence across the decision stages. Moreover, gathering information from both parents, whether the live in the same household or not, would provide additional data that was not collected in this study. By collecting data from multiple sources, analyses may be completed for the perceptions of mothers, fathers, and children. This may provide more reliable information to the recreation organizations than was collected in this study.

It would be preferable to obtain access to children through schools in order to get a more representative sample of children in the geographic area selected for the study, whether it is on a local, state or national level. Additionally, collecting data about boys and girls would improve understanding and generalizability. In all

Iikelihood, there are differences between how activities are chosen for boys and girls and the level of influence across the decision stages assigned to them. Also, it would be beneficial to add adolescents above age 15 into the study. It would be expected that the recreation decision process for older adolescents would be different from the decision process for younger adolescents and children.

A representative sample of children would be heterogeneous. Thus, the importance of social structural variables including household income, marital status of parents, education of parents and race, with more variation in the sample, perhaps different patterns of influence of these variables would be found. Furthermore, by studying recreation participants and non-participants, comparisons of criteria parents/guardians use to determine recreation participation can be made based on social structural variables. It is hypothesized that non-participants in organized recreation come from households with significantly different social structural variables (e.g., lower income, single-parent households) than participants in organized recreation.

No matter how well a questionnaire is designed, there are always questions that have been left out that might have explained why the data turned out a certain way. The
following list includes suggestions for variables and/or
questions that would have been helpful in the understanding
the outcomes of this study.

1. Who pays for the activity? This variable may help to identify if persons outside of the household (e.g., grandparents) play a role in participation of children in organized recreation. In addition, this variable might help to explain why the variance in the percentage of the final decision attributed to children for organized recreation activities was so much lower than the percentage of variance of the information gathered by children.
2. Cost of activity. Ask the cost of participating in each activity. Include in that question registration fees as well as costs for equipment, transportation/travel, etc. For example, the cost of a child playing soccer would be very different from the cost of a child playing ice hockey because of the equipment necessary to play ice hockey.
3. Child's income. After asking how much income a child has, ask what percentage of a child's income s/he can spend independently.
4. Importance of children participating in organized recreation activities. Specifically, ask parents a question about how important they believe organized recreation participation is for their children. Moreover, ask parents about their family budget and where expenditures for organized recreation participation for their children fits into it.
5. Age. Ask question about how age of children affects the parents' perceptions of their children's level of interest in an activity.
6. Level of interest. For specific activities, ask parents how important is the level of interest of their children participating in the activity. For example, it is hypothesized that there are activities that parents believe that their
children should participate in for the good of the child (e.g., piano lessons, learning a foreign language, etc.).
7. Parents previous experience with an organization. If the survey was duplicated using another organization as the sampling frame, parents' previous experience with the organization should be determined. It is suspected that in this study the parents' image of the Girl Scouts and its reputation as an organization may have had an influence on how the survey was filled out even though it involved activities outside of the scouts.

In summary, mothers are the primary gatherers of information related to organized recreation participation of their children. They want to know that the health and safety of their children will be protected while their Children are involved in the activities. In addition, Children become more involved in the final decision stage of the decision process. They are joint decision-makers with their mothers regarding their participation in organized recreation activities. Therefore, providers of organized recreation opportunities for children should have mothers as their primary target market and children as their secondary target market.

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## APPENDIX A

## Dear Parent/Guardian:

This summer the Michigan Capital Gir Scout Council, in collaboration with Michigan State University, is implementing a survey related to family decision making. The Council is interested in the decision making process families use to determine recreation activities in which their daughters participate. This information will help the Council develop programs to better serve Michigan families with daughters like yours. Please answer the questions based on the recreation participation of your daughter whose name appears on the envelope. Please have the parent or guardian who is most involved with your daughter's recreation activities fill out the questionnaire.

Only a small number of households are being contacted so your responses are important. Participation in the survey is totally voluntary. You indicate your voluntary agreement to participate by completing and retuming the questionnaire. It will take only 15 to 20 minutes to complete the survey. You may skip questions that you do not want to answer. However, we hope that you will be comfortable answering all of the questions since each has been carefully written because of its importance to us.

You are assured complete confidentiality. The identification number on the questionnaire is for mailing purposes only. This is so that we may check your name off the list after we have received your questionnaire.

By completing your questionnaire and postmarking it by June 18, 1996, your daughter's name will be placed in a drawing for several prizes including a first prize of a $\$ 100$ U.S. Savings Bond. Please fill out the attached card. We will detach it from your questionnaire to maintain confidentiality in the study and to select the winners. All winners will be notified by telephone no later than June 21, 1996.

We would be happy to answer any questions you might have. The telephone number is (517)353-0793. The address is 172 Natural Resources Building, East Lansing, MI, 48824.

Sincerely,

| Joan E. Williams | Joseph D. Fridgen | Professor |
| :--- | :---: | :---: |
| Graduate Student | Proder |  |
| Project Coordinator | Project Advisor | MCGSC |

## Dear Parent/Guardian:

A few weeks ago we wrote to you about a study the Michigan Capital Girl Scout Council, in collaboration with Michigan State University, is implementing related to family decision making. The Council is interested in the decision making process families use to determine recreation activities in which their daughters participate. This information will help the Council develop programs to better seve Michigan families with daughters like yours.

We would appreciate hearing from you since your responses are important to us. In the event that your questionnaire has been misplaced, a replacement is enclosed. Please answer the questions based on the recreation participation of your daughter whose name appears on the envelope. Please have the parent or guardian who is most involved with your daughter's recreation activities fill out the questionnaire.

Participation in the survey is totally voluntary. You indicate your voluntary agreement to participate by completing and returning the questionnaire. It will take only 15 to 20 minutes to complete the survey. You may skip questions that you do not want to answer. However, we hope that you will be comfortable answering all of the questions since each has been carefully written because of its importance to us. Please complete the questionnaire and send it back in the postage paid envelope we have enclosed for your convenience.

You are assured complete confidentiality. The identification number on the questionnaire is for mailing purposes only. This is so that we may check your name off the list after we have received your questionnaire.

We would be happy to answer any questions you might have. The telephone number is (517)353-0793. The address is 172 Natural Resources Building, East Lansing, MI, 48824.

Sincerely,

Joan E. Williams Graduate Student Project Coordinator

Joseph D. Fridgen
Professor
Project Advisor

Darin Yoder
Program Director MCGSC

## INSTRUCTIONS: PLEASE READ

You will be asked questions about your daughter's participation in three groups of activities: (a) organized team sports, (b) organized individual sports or other activities, and (c) summer camp. Please answer the questions based on your daughter's current or most recent participation in each group of activities. If your daughter has not participated in a group of activities, you will be instructed to SKIP to the next section of questions.

1. Did you send your daughter to Girl Scout camp during the summer of $\mathbf{1 9 9 5}$ ?YES
NO (Go to Question 2)

1a. If yes, did you send your daughter to resident camp or day camp?

- RESIDENT CAMP
DAY CAMP

2. Do you plan to send your daughter to Gir Scout camp during the summer of 1996 ?
YES
NO (Go to Question 3)

2a. If yes, do you plan to send your daughter to resident camp or day camp?
[ RESIDENT CAMP

- DAY CAMP

Today there are many types of family households, such as traditional, single-parent, and extended family.
Please answer the following questions based on YOUB household situation.
3. Place a check mark before all persons listed below who live in your household and have a specified relationship to the child whose name appears on the ervelope.

a SIGNIFICANT OTHER OF PARENT/GUARDIAN
LEGAL GUARDIAN
GRANDPARENT(S)
AUNT(SNNNCLE(S)
OTHER CHILDREN (e.g., step brothers/sisters)
OTHER ADULTS, please specify.

## SECTION A

The following questions relate to participation by your daughter in organized team sports. ORGANIZED TEAM SPORTS are defined as those sports that involve physical activity, have specific rules that all participants must follow, and are team oriented. These sports may be sponsored by a school, a recreation department, or a private group (e.g., church), etc. Examples of organized team sports are soccer, baseball, hockey and basketball. Please answer the questions below based on the current or most recent organized team sport in which your daughter has participated.
Write NONE in Question 4 if your daughter has never participated in an organized team sport, skip to Section B, Question 14.)
4. What is the current or most recent organized team sport in which your daughter has participated?
5. Who is the key person who initiated the idea of your daughter participating in the organized team sport? (Place a " $\checkmark$ " in ONE box only.)

| MOTHER | SIGNIFICANT OTHER OF PARENT/GUARDIAN |
| :--- | :--- |
| FATHER | LEGAL GUARDIAN |
| STEPMOTHER | FRIEND(S) OF DAUGHTER |
| STEPFATHER | GRANDPARENT(S) |
| CHILD (your daughter) | AUNTNNCLE |
| OTHER CHILD(REN) N THE FAMILY | OTHER, please specity |

6. Does the person who initiated the idea live in your household?

- YES
- NO

7. For EACH of the following statements, please circle your level of agreement.

|  | Agree | Neutral | Disagree |
| :---: | :---: | :---: | :---: |
| a. My daughter is participating in this activity because I want her to do it. | 1 | 2 | 3 |
| b. My daughter is participating in this activity because she wants to do it. | 1 | 2 | 3 |
| c. My daughter is participating in this activity because both she and I want her to do it. | 1 | 2 | 3 |

8. Place a check mark before all sources of information your family used in the decision regarding your daughter's participation in the organized team sport.
```
\square SPONSORING AGENCY
INSTRUCTOR OR COACH OF ACTIVITY
- FRIEND(S) OF YOUR DAUGHTER
PRINT MEDIA (e.g., newspaper, magazine, flyer)
T TELEVISION (e.g., cable-public access, public service announcements)
\square SCHOOL
- RELIGIOUS ORGANIZATION
OTHER, please specity
```

9. What percentage of the information gathered about the organized team sport in which your daughter participated was collected by the following individuals? (For example, who found out the dates, time, location, and cost of a soccer league your daughter joined?) These persons may or may not live in your household.
(Assign percentages, 0-100, depending upon the influence that person has. The total should equal 100\%.)

| MOTHER | \% |
| :---: | :---: |
| FATHER | \% |
| STEPMOTHER | \% |
| STEPFATHER | \% |
| LEGAL GUARDIAN | \% |
| SIGNIFICANT OTHER OF PARENT/LEGAL GUARDIAN | \% |
| CHILD (daughter) | \% |
| OTHER CHILD(REN) WITHIN THE FAMILY | \% |
| FRIEND(S) OF DAUGHTER | \% |
| GRANDPARENT(S) | \% |
| AUNT/NNCLE | \% |
| OTHER, please specify | \% |
| TOTAL | 100\% |

Circle all persons ABOVE (Question 9) who live in your household and who collected some of the information.
10. How influential was the information gathered on the final decision regarding your daughter's participation in the organized team sport? (Circle one response)
NOTATALL $\quad$ SOMEWHAT MODERATELY VERY
INFLUENTIAL
INFLUENTIAL
INFLUENTIAL

If you circled "NOT AT ALL INFLUENTIAL" in Question 10, go to Question 12.
11. What source of information used (from Question 8) would you consider the MOST INFLUENTIAL in your final decision regarding your daughter's participation in the organized team sport?
12. What percentage of the final decision related to your daughter's participation in the organized team sport can be attributed to the following individuals? These persons may or may not live in your household.
(Assign percentages, 0-100, depending upon the influence that person has. The total should equal $100 \%$.)


Circle all persons ABOVE (Question 12) who live in your household and who had some influence on the final decision.
13. How long did the entire process (initiation, information gathering, and final decision) take before you made your decision? (circle one number)

## LESS THAN TWO WEEKS

TWO TO FOUR WEEKS
ONE TO THREE MONTHS
FOUR TO SIX MONTHS
5 MORE THAN SIX MONTHS


#### Abstract

The following questions relate to participation by your daughter in organized activities other than organized team sports and summer camp. ORGANIZED INDIVIDUAL SPORTS AND OTHER ACTIVITIES will be defined as those activities that may have specific rules that all participants must follow, may have an education value, and may or may not involve more than one participant. These activities may take place in a public recreation facility, an academic setting such as a university, a private residence, etc. Examples of such activities are music lessons, a computer class, ballet lessons, gymnastics lessons, and participation in an art class at a recreation center. Please answer the questions below based on the current or most recent organized individual sports or other activity in which your daughter has participated. (Write NONE in Question 14 if your daughter has never participated in an organized individual sport or other activity, skip to Section C, Question 24.)


14. What is the current or most recent organized individual sports or other activity in which your daughter has participated?
15. Who is the_key person who initiated the idea of your daughter participating in the organized individual sports or other activity? (Place a " $\checkmark$ " in ONE box only.)

| MOTHER | SIGNIFICANT OTHER OF PARENT/GUARDIAN |
| :--- | :--- |
| FATHER | LEGAL GUARDIAN |
| STEPMOTHER | FRIEND(S) OF DAUGHTER |
| STEPFATHER | GRANDPARENT(S) |
| CHILD (your daughter) | AUNT/UNCLE |
| OTHER CHILD(REN) IN THE FAMILY | OTHER, please specify |

16. Does the person who initiated the idea live in your household?YES
NO
17. For EACH of the following statements, please circle your level of agreement.

18. Place a check mark before all sources of information your family used in the decision regarding your daughter's participation in the organized individual sports or other activity.

- SPONSORING AGENCY
- INSTRUCTOR OR COACH OF ACTIVITY
- FRIEND(S) OF YOUR DAUGHTER
- PRINT MEDIA (e.g., newspaper, magazine, flyer)
- TELEVISION (e.g., cable-public access, public service announcements)
- SCHOOL
- RELIGIOUS ORGANIZATION
- OTHER, please specify

19. What percentage of the information gathered about the organized individual sports or other activity in which your daughter participated was collected by the following individuals? (For example, who found out the dates, time, location, and cost of the piano lessons your daughter is taking?) These persons may or may not live in your household.
(Assign percentages, 0-100, depending upon the influence that person has. The total should equal 100\%.)
MOTHER
FATHER
STEPMOTHER
STEPFATHER
LEGAL GUARDIAN
SIGNIFICANT OTHER OF PARENTAEGAL GUARDIAN
CHILD (daughter)
OTHER CHILD(REN) WITHIN THE FAMILY
FRIEND(S) OF DAUGHTER
GRANDPARENT(S)
AUNTNNCLE
OTHER, please specity
$\quad$ TOTAL
$\quad \%$
$\%$
$\%$
$\%$
$\%$
$\%$

Circle all persons ABOVE (Question 19) who live in your household and who collected some of the Information.
20. How influential was the information gathered on the final decision regarding your daughters participation in the organized individual sports or other activity? (Circle one response)

| NOT AT ALL | SOMEWHAT | MODERATELY VERY |  |
| :--- | :--- | :--- | :--- |
| INFLUENTIAL | INFLUENTIAL | INFLUENTIAL | INFLUENTIAL |

## If you circled "NOT AT ALL INFLUENTIAL" in Question 20, go to Question 22

21. What source of information used (from Question 18) would you consider the MOST INFLUENTIAL in your final decision regarding your daughter's participation in the organized individual sports or other activity?
22. What percentage of the final decision related to your daughter's participation in the organized individual sports or other activity can be attributed to the following individuals? These persons may or may not live in your household.
(Assign percentages, 0-100, depending upon the influence that person has. The total should equal $100 \%$.)

| MOTHER | \% |
| :---: | :---: |
| FATHER | \% |
| STEPMOTHER | \% |
| STEPFATHER | \% |
| LEGAL GUARDIAN | \% |
| SIGNIFICANT OTHER OF PARENT/LEGAL GUARDIAN | \% |
| CHILD (daughter) | \% |
| OTHER CHILD(REN) WITHIN THE FAMILY | \% |
| FRIEND(S) OF DAUGHTER | \% |
| GRANDPARENT(S) |  |
| AUNT/UNCLE | \% |
| OTHER, please specity |  |

TOTAL
$100 \%$
Circle all persons ABOVE (Question 22) who live in your household and who had some influence on the final decision.
23. How long did the entire process (initiation, information gathering, and final decision) take before you made your decision?
(circle one number)

> LESS THAN TWO WEEKS
> TWO TO FOUR WEEKS
> ONE TO THREE MONTHS
> FOUR TO SIX MONTHS
> MORE THAN SIX MONTHS

## SECTION $\mathbf{C}$

The following questions relate to participation by your daughter in a summer camp. SUMMER CAMP will be defined as day (sleep at home) or resident (sleep at camp) in which your daughter attended for a weekend or longer during summer vacation. Examples of summer camp are GirVBoy Scout camp, sports camp and music camp. Please answer the following questions based on the current or most recent summer camp in which your daughter has attended.
(Write NONE in Question 24 if your daughter has never attended summer camp, skip to Question 34.)
24. What is the current or most recent summer camp in which your daughter has attended? (if NONE, skip to Question 34)

CAMP NAME(e.g., soccer, etc. ) $\qquad$ TYPE(e.g., day or resident) $\qquad$
$\qquad$ DATES ATTENDED $\qquad$
25. Who is the key person who initiated the idea of your daughter attending the summer camp? (Place a " $\checkmark$ " in ONE box only.)

| MOTHER | SIGNIFICANT OTHER OF PARENT/GUARDIAN |
| :--- | :--- |
| FATHER | LEGAL GUARDIAN |
| STEPMOTHER | FRIEND(S) OF DAUGHTER |
| STEPFATHER | GRANDPARENT(S) |
| CHILD (your daughter) | AUNTNNCLE |
| OTHER CHILD(REN) IN THE FAMILY | OTHER, please specity |

26. Does the person who initiated the idea live in your household?

- YES
- NO

27. For EACH of the following statements, please circle your level of agreement.

|  | Acree | Neutral | Disaoree |
| :---: | :---: | :---: | :---: |
| a. My daughter is participating in this activity because I want her to do it. | 1 | 2 | 3 |
| b. My daughter is participating in this activity because she wants to do in. | 1 | 2 | 3 |
| c. My daughter is participating in this activity because both she and I wan | 1 | 2 | 3 |

28. Place a check mark before all sources of information your family used in the decision regarding your daughter's participation in the summer camp.

- SPONSORING AGENCY
- INSTRUCTOR OR COACH OF ACTIVITY
- FRIEND(S) OF YOUR DAUGHTER
$\square$ PRINT MEDIA (e.g., newspaper, magazine article, flyer)
TELEVISION (e.g., cable-public access, public service announcements)
- SCHOOL
- RELIGIOUS ORGANIZATION
- OTHER, please specify

29. What percentage of the information gathered about the summer camp your daughter attended was collected by the following individuals? (For example, who found out the dates, length, cost and necessary gear needed to attend Girl Scout camp?) These persons may or may not live in your household.
(Assign percentages, 0-100, depending upon the influence that person has. The total should equal $100 \%$.)


Circle all persons ABOVE (Question 29) who live in your household and who collected some of the information.
30. How influential was the information gathered on the final decision regarding your daughter attending the summer camp? (Circle one response)

| NOT AT ALL | SOMEWHAT | MODERATELY VERY |  |
| :---: | :---: | :---: | :---: |
| INFLUENTIAL | INFLUENTIAL | INFLUENTIAL | INFLUENTIAL |

If you circled "NOT AT ALL INFLUENTIAL" in Question 30, go to Question 32.
31. What source of information used (from Question 28) would you consider the MOST INFLUENTIAL in your final decision regarding your daughter attending the summer camp?
32. What percentage of the final decision related to your daughter attending the summer camp can be attributed to the following individuals? These persons may or may not live in your household.
(Assign percentages, 0-100, depending upon the influence that person has. The total should equal 100\%).


Circle all persons ABOVE (Question 32) who live in your household and who had some influence on the final decision.
33. How long did the entire process (initiation, information gathering, final decision) take before you made your decision?
(circle one number)

## LESS THAN TWO WEEKS

TWO TO FOUR WEEKS
3 ONE TO THREE MONTHS
4 FOUR TO SIX MONTHS
5 MORE THAN SIX MONTHS
34. Please rate how important your family believes the following criteria to be in making decisions regarding your daughter's participation in ANY organized recreation activity (sports, non-sports, camp).

Importan:

| Not | Somewhat <br> Moderately |
| :---: | :---: |
| Important |  |
| Important |  |
| Importan |  |


| a. | Age of your daughter.................................................. | 1 | 2 | 3 | 4 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| c. | Cost of the activity...................................................... | 1 | 2 | 3 | 4 |
| c. | Daughter's level of interest in the activity ......................... | 1 | 2 | 3 | 4 |
| d. | Daughter's need to become more independent............... | 1 | 2 | 3 | 4 |
| e. | Educational value of the activity .................................... | 1 | 2 | 3 | 4 |
| f. | Flexibility of times/dates activity is offered........................ | 1 | 2 | 3 | 4 |
| g. | Friend(s) of daughter are participating in activity ................ | 1 | 2 | 3 | 4 |
| h. | Health and safety of your daughter................................. | 1 | 2 | 3 | 4 |
| i. | Information provided by sponsoring organization/group ..... | 1 | 2 | 3 | 4 |
| $j$. | Length of time of activity.............................................. | 1 | 2 | 3 | 4 |
| k. | Location where activity takes place................................ | 1 | 2 | 3 | 4 |
| I. | Number of recreation activities in which your daughter is allowed to participate in at any given time. $\qquad$ | 1 | 2 | 3 | 4 |
| m. | Opportunity to develop leadership skills......................... | 1 | 2 | 3 | 4 |
| $n$. | Organization/group sponsoring the activity...................... | 1 | 2 | 3 | 4 |
| o. | Parental time commitment to the activity .......................... | 1 | 2 | 3 | 4 |
| p. | Previous participation in that activity by your daughter ........ | 1 | 2 | 3 | 4 |
| q. | YOUR previous experience in that organized recreation activity $\qquad$ | 1 | 2 | 3 | 4 |
| r. | Other (please specity)_____.... | 1 | 2 | 3 | 4 |

35. Using the list above in question 34, IDENTIFY the TOP THREE CRITERIA your family uses to make decisions related to organized recreation participation by your daughter. (Use the letter for each criterion you choose.)

> MOST IMPORTANT CRITERION
> SECOND MOST IMPORTANT CRITERION THIRD MOST IMPORTANT CRITERION
36. List the top three criteria that prevent or discourage your family from allowing your daughter to participate in any organized recreation activity. (Select from the list in question 34 or write your own if they do not appear in the list above.)
$\qquad$
37. List the top three criteria that encourage your family to allow your daughter to participate in any organized recreation activity. (Select from the list in question 34 or write your own if they do not appear in the list above.)
$\qquad$
38. Does your family go on a trip during the summer months?

- YES
NO
SOMETIMES

39. Do you travel for pleasure without your children during the summer months?YES

- NO
SOMETIMES

40. Does participation by your child/children in organized recreation activities have an effect on your family's summer vacation plans?YES
NO

- SOMETIMES

In order to find out how different kinds of people feel about recreation decisions, it is important for you to complete the following background questions. As with all information in this survey, your answers to the following questions will be kept confidential.
41. Are you:

MALE - FEMALE
42. Are you:
(circle one number)
1 CAUCASIAN
2 AFRICAN AMERICAN
3 HISPANICLATINO
4 ASIAN
5 AMERICAN INDIAN
6 MULTIRACIAL
7 OTHER, please specity
43. Are you currently:
(circle one number)
1 SINGLE, NEVER MARRIED
2 MARRIED
3 IN A NON-MARITAL PERMANENT RELATIONSHIP
4 SEPARATED
5 DIVORCED
6 WDOWED
44. What is the total number of persons living in your household? $\qquad$
45. What is the age range of all adults (ages 18 years or older) living in your household?

FROM $\qquad$ YEARS TO $\qquad$ YEARS OF AGE

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46. Please circle the age of your daughter whose name appears on the envelope (her age as of March 31, 1996).

| 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |

47. Where does your daughter fit into the birth order of all your children? (circle one number)

1 FIRST BORN CHILD
2 MIDDLE BORN CHILD (please specify birth order \#)
3 LAST BORN CHILD (out of $\qquad$ children)
4 ONLY CHILD
48. Please write down the age and relationship to your daughter of all other children living in your household (brothers, sisters, half-brothers, half-sisters, stepbrothers, stepsisters, others).

| AGE | RELATIONSHIP | AGE | RELATIONSHIP |
| :--- | :--- | :--- | :--- |
| - |  |  | - |
| - | - | - | - |

49. What is highest level of education YOU have completed? (circle one number)
```
LESS THAN HIGH SCHOOL
HIGH SCHOOL
SOME COLLEGE, TECHNICAL OR ASSOCIATES DEGREE
BACHELOR'S DEGREE
SOME GRADUATE LEVEL COURSEWORK
6 GRADUATE/PROFESSIONAL DEGREE(S)
```

50. How many full-time wage earners 18 years or older live in your household? $\qquad$ (Count persons only once.)
51. How many part-time wage earners 18 years or older live in your household? $\qquad$
52. Within which of the following ranges was your total household income before taxes in 1995 ? (circle one number)

1 Less than \$10,000
$\$ 10,000$ to $\$ 19,999$
$\$ 20,000$ to $\$ 29,999$
$\$ 30,000$ to $\$ 39,999$
$\$ 40,000$ to $\$ 49,999$
$\$ 50,000$ to $\$ 59,999$
$\$ 60,000$ to $\$ 69,999$
8 \$70,000 or over
53. Approximately how much income would you say your daughter earned in 1995? (NOTE: Sources could be from allowance, gifts, odd jobs, child care, part-time employment.)
\$ $\qquad$
Are there any comments you'd like to make at this time? We welcome your comments regarding this study on family decision making that may not have been addressed in these questions. (Write on back.)

Thank you very much for your time and effort in filling out this questionnaire and mailing it back!l Please remember that questionnaires must be postmarked by June 18, 1996, in order for your daughter's name to be placed in the drawing.


[^0]:    Source: John, D.R. (1999). Consumer socialization of children: A retrospective look at twenty-
    five years of research. Journal of Consumer Research, 26, 186.

[^1]:    . 442 **
    $Y\left(X_{7}\right)$ Information Gathered $.442 \star * .081 .441 * * \quad .016-.045 \quad .231 *$

    Note. ${ }^{* *} \mathrm{P}<.001$; ${ }^{*} \mathrm{Q}<.01$; $\mathrm{DF}=153$. Listwise deletions were used in computing the zero-order correlations.

[^2]:    Note. ${ }^{* * *} \mathrm{p}<.001$; ${ }^{* *} \mathrm{p}<.01$; ${ }^{*} \mathrm{p}<.05$; $\mathrm{DF}=160$. Listwise deletions were used in computing the zero-order correlations.

